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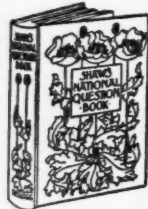
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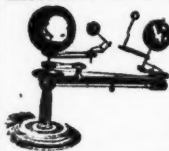
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School Economics.—V: The Supervisor.

By William P. Evans, St. Louis, Mo.

The supervisor has two distinct spheres: He mediates between teacher and teacher, and between the teachers and the community. The first power comes from the teachers, the other from the patrons. Among the teachers he determines the amount and character of the work of each and serves as the umpire in their mutual concerns. He also measures the value of the work of each to the community, and secures justice to all disputants. He may have other duties, also, as determined by local needs, but those named above are inherent in his office.

The evolution of co-operation is a striking fact in the history of civilization. Anarchy, despotism, anarchy, socialism seem to have been well-marked stages in the progress of most peoples. First no government, until exhaustion prepared the way for despotism. Under this system recuperation paved the way for another period of anarchy, to be followed by a greater or less degree of co-operation. Each swing of the pendulum brings the brotherhood of man nearer and the power of giving grows, the will for taking having always existed. Give and take has long been a precept, but the practice was formerly chiefly on the latter.

By the word socialism as here used is meant a regular organization of society in which the people exert an acknowledged influence. The term applies equally to a democracy and to a limited monarchy, and implies a government to provide the greatest good for the greatest number, by and with the consent of the governed. This is not the usual definition of the word, as it is generally deemed synonymous with communism. Socialism, as defined above, applies to all civilized countries in a large measure, and constantly expands its sphere of influence. The old doctrine of just as little government as possible gets farther and farther to the rear and paternalism waxes great.

Thus co-operation has become the common rule, but the highest development it has yet reached is in the schools. Mr. Spencer's argument that it is wrong to force one man to pay for the education of another's children may have been logically correct, but if so it simply illustrates again the well-known truth that theories generally go wrong when pushed to the logical conclusion. Expediency has fully justified the common practice, and many reasons support it even if they are somewhat weak in logic. Not only does the state furnish the water, but it makes the horse drink it. The schools, teachers, and books are furnished, and in many cases the children are compelled to go to them. Not only is the future citizen taught to read his ballot and the account of the doings of his representative, but the specialist is prepared who teaches the farmer to raise the cereal that the school girl is taught to prepare for the voter's breakfast. The further amplification of the illustration is left to the reader. Perhaps this is sufficient to indicate that here is an enormous machine built up by the state for mutual advantage. It can be seen with half an eye that many forces work in unison, and that co-operation is highly organized to accomplish these powers without confusion.

Work of the Supervisor.

Such an organization has necessarily brought about

many readjustments. Powers have been taken away here and added there to maintain the equilibrium. Anarchy, despotism, anarchy, socialism has been the order of growth. From all accounts the second period of anarchy has not wholly disappeared in some places; whether despotism is obsolete is for each to ask himself. When teachers came to belong to a system it was found that many of the powers formerly exercised by each in his solitary sphere must be surrendered. The necessity for an umpire was soon recognized. There were questions concerning their mutual relations that called for a third party to adjust. Hence some of their old rights and privileges were delegated by common consent to one who should have authority to adjust personal spheres. Thus the supervisor may be said to have been called into being by the demand and connivance of the teachers themselves. His allotted province was to apportion the amount of work to each, and to judge of its character. He came in time also to be the cool non-combatant in matters of discipline, to whom appeals might be made to the mutual satisfaction of the belligerents after the events.

The efforts of the community to improve the schools and to get the best returns for its money added another duty to the supervisor's work. The despotic regime had standards of efficiency that seemed to fill all the requirements. One indispensable qualification was muscle. The masters of those days were said to keep school, and sometimes the mere keeping required much physical prowess. Other demands upon the teachers have become obsolete; for example, few are now required to be able to teach both the flat and round form of the earth.

As the supply of teachers with scholastic training gradually increased, and the demand for such grew, the necessity arose for some one to choose. This power fell to the supervisors. Thus they became clothed with their two-fold powers, and quite naturally all complaints from citizens against teachers came within their sphere. These considerations bring us merely to the bare creation of the office in its earliest and simplest stage. The subsequent development in influence, scope, and opportunity have been prodigious. Many men can recall the first opposition to the new office, but this has long since ceased and the supervisor is now universally regarded as a necessity.

Results of Co-operation.

Co-operation has wrought many wonderful revolutions. Consider the old simile of beating the swords into plowshares. The solitary smith can be imagined at his anvil, molding the steel into shape. He had perhaps at a leisure time burned his own charcoal to heat his forge. He fashioned the rude handles and alone fitted the crude parts. Now the sword would go into the scrap pile and the plow would come from a factory using Norway, Scotch, Pittsburgh, and Birmingham steel. Pittsburgh in turn is supplied with coke from West Virginia, and ore from Michigan hauled over rails from Germany by locomotives from Delaware. All these industries are the creations of captains of industry who have become the mainsprings of our commerce and manufactures.

So in the school organization. The captain is needed

to formulate, plan, and direct. The tone, the spirit, the motive in the school reflects, in great measure, its organizer. He may be broad or narrow, alert or slow, furtive or open, and his subordinates will fall into his steps. Admiration, fear, and respect may prompt this, but for whatever reason, the supervisor has a wide influence. Any extended treatment of this broad and important subject lies beyond the limits of the present discussion, especially as *THE JOURNAL* has lately given some glimpses into an exhaustive work soon to appear. It is hoped that this effort will suggest some aims and interests common to teacher and supervisor. The successful labors of many of the great educators who are also supervisors are viewed with pride by the profession at large. Some of these men, living on meager salaries, exert a wider influence and are more in the public eye than most of the millionaires in their communities. This is an inspiration to the profession, and in a degree refutes the too frequent lugubrious complaint about the preponderating influence of the dollar.

The young teacher coming into a system of schools, whether state, county, or municipal, is naturally filled with a profound respect, not to say dread, of those at its head. They seem a long way off and too busy and preoccupied to know or care about those so far below them. Their duties and cares are so widespread and lead into so many obscure and unsuspected avenues that the beginner is apt to think them a remote and higher order of beings. The same feeling may in a lesser degree apply to the nearer supervisors with whom they come into more personal contact.

This conclusion is entirely misleading, for all, both high and low, would respond to the tests proposed by Shylock in his impassioned plea for a common humanity. In adjusting the relations of teacher to supervisor the ordinary rules of correct human intercourse hold as between subordinate and supervisor, no matter what the walk of life. Among these may be chosen for special emphasis confidence, caution, and candor.

The Teachers' Part.

1. It may safely be said that the supervisor desires the work of each teacher to be successful. He is constantly thinking of some way in which to strengthen the work of his subordinates. He may sometimes forget to say the friendly things that he thinks, but he remembers his own early days and judges accordingly. Since the supervisor hopes for and expects success, it behooves the beginner to hold up his head and assert his manhood. Sometimes things will seem to be going wrong; the children seem to be making no progress; so much was planned and so little apparently is done.

The teacher concludes that he is a failure, and then by a natural weakness of human kind begins to lay the blame on some one else. He fancies the supervisor is against him, that he never liked him, and always intended him to fail. The probability is that all this state of things is purely imaginary; that the real conditions all around are about normal; and that the appearance arose from poor digestion or too little sleep. Either of these variations from the usual habits will jaundice the view of the average teacher. Confidence in the pupils, in the fellow teachers, in the supervisor's good will, and in himself are requisites to successful work. By all means the teacher should realize that his good work is noted and put down to his credit, and that his weak points, if important, will be dealt with kindly.

Confidence in the rectitude and fair dealing of the supervisor go hand in hand with confidence in one's own powers. Vaunting, over-confidence, is scarcely more of an error than the retiring modesty that permits its merits to be constantly ignored. Here, as elsewhere, the golden mean is the only wise course. Each should, with quiet self-respect, insist on a just recognition of his true worth. To retire within one's self, relying on conscious virtue and merit, is not a safe policy. It is a common saying that the opposite of a vice is a virtue. Hence since boasting is a vice its opposite, modesty, must be a

virtue. But as we have seen this is also a vice. Hence in this case it would seem that self-respect is the true opposite of both vices.

So much for confidence in superiors and in self. Confidence in pupils is no less important. Everyone is inspired by the expectations of others. The practice of the virtues is closely connected with public opinion. In fact, many of them are social conventions, as they would be of little use to a Robinson Crusoe alone on his island. All normal people are fond of the approval of their fellows and seek it sometimes by crooked paths. The teacher who holds a high standard before his pupils gets proportionate results. They catch the inspiration from the personality before them, and feeling confident in themselves, when the test comes respond with assurance of success. Thus the impression on the supervisor is good, and as he stands for the community it may be said that the pupils, profiting in turn by the teacher's confidence, pass his merits on to the public.

Need for Caution.

2. Caution is not an opposite of confidence but its true complement. It is said that "fools rush in where angels fear to tread;" and many times the reforming proclivities of the new teacher are extremely burdensome to the supervisor. It is hard for the new teacher to realize that he does not alone bear the responsibility for what he does. He sees unmistakable evils and imagines that he is the youthful David commissioned to slay the giant, little realizing the other side of the truth, that rarely indeed does the Heaven-sent champion come in the form of mere youth. The successful reformer must take time to learn the bearings of the matter in hand, else would it be said to him, "First cast out the beam out of thine own eye; and then shalt thou see clearly to cast out the mote out of thy brother's eye."

There are undoubtedly many wrongs in the range of the teacher's vision, some absolute, some comparative. Many can be and will be cured, but some are perhaps inherent in human conditions. Knowledge, sympathy, and enlightened public opinion are rapidly ameliorating or eliminating them and probably this new recruit will bear a hand, but it must be applied with caution. His enthusiasm is admirable and none want it smothered. "Rome was not built in a day," neither can a system of education or a discriminating public be so soon evolved. Even after ever so much evolution there will always be laggards at the rear. "The poor always ye have with you," and altho the poor now are not so low down as those of nineteen hundred years ago or even one hundred years ago, still they are relatively at the foot of the scale. That they should be so is no cause for discouragement, and no amount of betterment for this class alone will alter the relation.

A common stumbling block to the new teacher is the unsatisfactory relations between parent and child. His pupils have not been properly trained at home and he longs to point out the shortcomings of the parents, and is sometimes so unwise as to explain to the children these failures in duty. Two humorous stories came out about twenty-five years ago dealing with this point, and probably the young teachers may to-day profit by them as their parents did. They are "Helen's Babies" and "Other People's Children." Their point is that it makes all the difference in the world whose children are under discussion.

Theories are far less Spartan when applied to one's own children than to those of other people. If the novice will only stop to think how he would in the same state of enlightenment have raised the children in question, his divine wrath will cool, and he will cause less trouble to his supervisor.

Be Candid.

3. Above all things be candid with your supervisor. It is said to be fatal to success in business to be truthful, tho hints of a new dispensation are heard now and then. Some even intimate that the minister of the gospel must

keep to himself, smother down his doubts, and always speak as if he were quite sure on every point contained in his sect's dogmas. Some maintain that the teacher should deal in the same manner with pupils and patrons. He must claim and seem to have definite views and information on everything within his province.

Whatever may be the teacher's theories on these points it is certainly unwise and unsafe to assume the ability to deceive the supervisor. It may be taken for granted that he has been thinking about the problems common to the profession, and not in vain. "Honesty is the best policy," and this law is as true in this relation as others. Taken in the low view of mere expediency there is virtue in it, but in the higher one of making the intercourse mutually helpful, candor is a prime necessity. If the supervisor is to act the physician he must have a true statement of the symptoms; if a judge, he must have the whole truth; if absolution is desired there must be full confession; if a prophecy, the seer must first be inspired by the truth. To tell the whole truth is a compliment to one. Nothing is more restricting or limiting than deceit or a half truth. "Truth is a divine attribute and the foundation of every virtue," and when once this lesson has been learned it can be truly said that "truth hath made you free."

Purpose of Educational Exhibits.

"The value of an educational exhibit," said Howard J. Rogers, chief of education at the St. Louis Exposition, recently, "is precisely of the same nature as a commercial or artistic exhibit. The permanent benefit to be derived from any systematic exhibit lies in the opportunities for comparison which it affords, the investigations which it inspires, and the acquaintances and friendships which it engenders."

"The unity of the educational system in the United States is due, in a large measure, to the annual meetings of the N. E. A., where methods are discussed and theories confirmed or condemned by educational leaders from every section of the country."

"In a similar way, an international exposition brings together for consideration and discussion the best methods in educational practice from all countries of the globe."

"Many far-reaching results are directly attributable to educational exhibits. The most notable of these are the development of the Industrial Art department of the South Kensington Museum, which was the direct result of the art exhibit at the Crystal Palace exhibition in England in 1851; the introduction of manual training and industrial drawing into the United States as a result of the exhibit in Philadelphia of the work of the public schools of Boston and the School of Applied Mechanics at St. Petersburg, Russia, and the re-organization of the system of preliminary instruction in France as the result of the unsatisfactory exhibit of the French schools at the exposition of 1878."

"The steady advance of education as a profession, in the estimation of the people during the last twenty years, has also tended to familiarize the public not only with the idea of an educational exhibit, but with its absolute necessity as a foundation for other exhibits of an exposition. The theory upon which the classification for the universal exposition of Paris, 1900, and the World's Fair of St. Louis is founded, has for its central idea the interrelation and dependence of the processes of the brain and hand of man and the application of educational methods to commercial and industrial development."

"For this reason, education becomes the first group in the classification, inasmuch as it is the source of all progress. This idea has been of slow growth in this country, but was accepted none the less heartily when its importance was realized. At St. Louis it has been taken for granted from the outset that one of the largest buildings of the exposition, and in the most accessible locality, must be devoted to educational interests."

Letters.

"How Fighting was Dealt With."

Under this heading there appeared in THE SCHOOL JOURNAL of February 28 a very sensible article, giving concrete illustrations of how fighting had been dealt with in schools where it was common.

It undoubtedly happens that the "fighting" idea cannot be talked down in some communities. Radical measures are needed if the vulgar habit is to be stopped in a short time. This is especially true when the boys have been trained by their fathers to resent every supposed "insult" and dispute with a blow.

Some years ago I taught in just such a community as this. From time immemorial fighting had been the regular order of procedure for settling all difficulties. The first week of school witnessed no less than half a dozen fights. I talked the matter over with the offenders, trying to show them how brutal the habit was; but all in vain. The invariable reply was that their fathers said they must not let any one "run over them," and that it was cowardly not to fight. There were only three or four of the boys that I could reach with appeals. Things were looking serious, for if this low atmosphere was to continue in the school all my efforts towards making what I considered a successful school would be more than offset by this influence. And really I could not blame the boys. Fights among some of the parents were by no means unusual. And at least one parent—an Irishman about six feet three in height and weighing about two hundred twenty-five—was so prone to the habit that on one occasion when I punished two of his boys he declared that he would go to the school the next morning and thrash me within an inch of my life.

I was going to the hotel to dinner one day, about the time that the fighting problem was at its worst, and came upon a circle of boys surrounding two small boys who were hammering each other in lively style with their fists. The little fellows were not large enough to do any permanent damage, but were raising some lumps and bruises on each other's countenances. A goodly number of the larger boys were present and had been encouraging the little fellows to fight. It seemed to me a good time to teach the onlookers a needed lesson, and my plan of action came to me like a flash.

When the boys saw me, they stopped, but I quickly commanded them to go on with the fight, and promised a good thrashing to the one who quit in less than five minutes. This at first seemed great fun to the onlookers, and the fighters proceeded to vent their anger on each other. But in a few minutes the thing began to get serious for both fighters. They were thoroughly tired, and the blows which had not up to this time hurt, began to sting. By the end of the five minutes both were exhausted, and each one cut a ridiculous figure not only in his own eyes, but in the eyes of the spectators.

My reasoning was this: They were too small to hurt each other seriously. By forcing them to continue the fight until each was exhausted, the fight became an affair of much greater magnitude than it had ever before appeared. The large boys, seeing that I had adopted a policy of compulsory continuance, would think twice before engaging in a fight, for such a fight between two of them might lead to a broken nose, a broken arm, or something equally serious. Such, I believed, would be the chain of reasoning adopted by the boys.

I did not say that this would be my line of procedure. In fact it would not have been. I simply took my chances that the outcome would be as I had planned. I said absolutely nothing about the matter to any one, until approached by some of the patrons, who very properly wished to know how I could have acted as I did. And with a deep sigh I replied that I had done all I could to stop the brutal habit in the school, but had met with no success, as the parents set the example. I added with a resigned look that if fighting was to continue, it seemed

to me wise to let each couple engaged in combat get enough of it to last him all the session. These remarks were repeated all over the neighborhood. They set the "fighting" parents to thinking as well as talking. But some of the ladies were ready to run me out of the community for being a "horrid brute." And I did not blame them at all. It did look like a deliberate act of brutality by the one who should have frowned upon the least suspicion of it. But I was face to face with a condition and not a theory, and something had to be done to awaken the boys; or at least to stop them until they could have the opportunity to awaken.

The result? I would not be writing this article if another fight had occurred in the school. Fighting stopped right there and then. And it was not long before I had the hearts of the dear boys set right on this matter. True manliness now had a chance, and showed itself, for those boys had true manhood stuff in them. The atmosphere became very different. And while I would not recommend this as a remedy for fighting, I have not regretted what I did, because I was at my wit's end to know what to do, and did the thing that stopped the fighting.

Worsham, Va.

J. D. EGGLESTON, JR.

Education Does Educate.

Thru the columns of THE SCHOOL JOURNAL Mr. Benjamin H. Sanborn, of Wellesley, Mass., asks Mrs. Hunt to explain why Vermont, the first state to enact a temperance education law, has now reversed her policy of fifty years of prohibition and passed a local option law which opens the saloon in six cities and more than eighty out of the two hundred and forty towns.

As Mrs. Hunt's absence in Europe makes an early reply from her impossible, I trust Mr. Sanborn will pardon me for venturing to respond to his query. In the statements which follow, Mrs. Hunt's own answers made elsewhere to this same objection have been largely drawn upon.

Is it then true, as Mr. Sanborn begins to fear, that we have not hit the right method, but are on the wrong track in attempting to teach temperance physiology to all pupils in all schools? In other words, is education in this subject failing to educate and so to influence action?

Let us look at the facts in the case. It is true that Vermont passed a temperance education law twenty years ago, requiring the public school study of the nature and effects of alcoholic drinks and other narcotics as a part of physiology and hygiene, but this was a very weak law, and, instead of reaching all pupils, practically resulted in putting the study into high schools only, thus reaching hardly more than five per cent. of the pupils.

Four years later, the Woman's Christian Temperance Union of that state, realizing that the temperance education of a mere fraction of the coming voters would not lead to personal prohibition in the majority, nor strengthen legal prohibition in the state, petitioned for and secured, in 1886, a stronger law requiring temperance physiology to be taught orally to all pupils unable to read, and with graded text-books in the hands of all pupils who had books in other subjects, with a penalty for non-enforcement.

If such a law had remained in force results to-day might have been far different, but, in 1888, the legislative bill for the consolidation of the school laws of the state, thru mistake or otherwise, failed to enumerate the new scientific temperance instruction law with those to be retained with the codified laws, and specifically cited it, by number, as one of those which "are hereby repealed." Thus, Vermont's strong law was in operation only two years, hardly long enough to be got into practical working order, and certainly not long enough to admit of practical results.

The next legislature restored the first old law, with no requirements for the study in lower grades, no text-books for pupils' use, and no penalty for non-enforcement. The sequel is recorded on the ballots cast last February, which gave the towns and cities of the Green Mountain State the right, if they so choose, to make "Covenant

with sin and death in licensing the sale of the greatest of all causes of degeneracy and crime."

In New Hampshire the history of temperance education has been similar, except that the weak law which was first enacted, in 1883, has remained unchanged on the statute books. It makes no provision for oral instruction in primary grades and is so loosely worded that even one lesson given to a single class in each school might be interpreted as compliance. In view of these facts it is not strange that the cause of temperance has received a temporary set-back in those states. The young voters have not been universally taught the nature and effects of alcoholic drinks, and their ignorance has recorded itself at the polls.

Look now at such a state as New York, which has had a really strong temperance education law in force for six years. A body of representative citizens, the New York State Central Committee, has just finished a comprehensive study of the actual working of this law in each of the sixty counties. The committee finds that this instruction is producing marked results for total abstinence in the lives and homes of the young people, and that it is of great help in their every-day life. The effect of even six years of such teaching on all pupils in all schools, with oral instruction in the primary grades, and well-graded text-books as one help for all pupils able to use books understandingly in other grades, is already to be seen in the refusal of the voters to sanction Sunday opening of the saloon and in the recent doubling of the license fee. Such results, altho, perhaps, far from what could be desired, are yet full of hope for the future, since they have been achieved in the face of such obstacles as the great flood-tide of foreign immigration from wine and beer drinking countries and the organized hostility of the liquor interests. They would have been impossible without continuous, systematic, universal instruction in temperance physiology.

Blackstone says: "Law is embodied sentiment." Prohibitory law is embodied sentiment against alcohol. Such sentiment must be made by education before it can be embodied into statutes, and, when once secured, must be maintained, by teaching each succeeding generation that alcohol is by nature an outlaw which must be driven out. Only thus can prohibitory statutes be perpetuated. A stream will not rise higher than its source. The chief source of anti-alcohol sentiment in the twentieth century is the school-house. The states that year after year teach, as a progressive study, all their children, especially in the lower grades, where alone the largest possible numbers can be reached, the physiological reasons for obeying the laws of health, including those that teach total abstinence from alcoholic drinks and other narcotics, are the nearest to the overthrow of the awful dominion of alcohol within their borders.

HENRIETTA AMELIA MIRICK,
Assistant Editor *School Physiology Journal*.

Need of Teachers' Organization.

If teachers are not appreciated it is largely their own fault. Let the teachers raise their standing thru their own efforts, and not wait till some one does it for them. This they can do by united action thru a teachers' organization, the aim of which should be the raising of the teachers to that intellectual, moral, and social standard which the teacher of the future must occupy in the community, if the school of the future is to fulfill its mission with the people under our complex and trying social conditions.

To this organization or association all teachers and friends of education ought to belong. It might be organized similarly to the N. E. A. Indeed, such organizations might become most valuable auxiliaries of the N. E. A. Modern conditions demand such local organizations, and the teachers owe it to themselves, their profession, and the good of the country to form such an association.

By virtue of their experience in the school-room and their intelligence, teachers ought to be leaders in the intellectual life of the community and they will be appre-

ciated accordingly. To be able to do this, however, teachers must be clear in their minds as to the present educational situation, not only in the United States, but likewise in England, France, Germany, Austria, Sweden, and Russia, all of these nations being our intellectual competitors.

Teachers must become thoroly aware, thru discussion in the organization suggested, that our educational system, as well as the educational system of other countries, is in a period of ferment, of transition from the old educational organization to a new one suitable to new social, industrial, and political conditions.

Let our teachers once fully grasp this important fact, namely, that our best educators are trying to find a way out of the present chaotic educational situation. They are striving to solve the problem of the over-crowded curriculum and lessen its accompanying evils; how to simplify them, and how to bring us back to the simpler educational organization of a generation ago and yet make the teachers, the curriculum, and methods sufficiently effective to suit modern, social, and industrial conditions and necessities.

To help to bring about the necessary change and clarification is a patriotic duty of our teachers; but they will not accomplish anything in the line of raising their own standard and efficiency and evolve the best school education out of the present pedagogic confusion without organization.

P. KREUZPOINTNER.

Altoona, Penn.

A Neighborly Celebration.

It was the day before Decoration day. A young teacher stood, with quietly folded hands, telling her children why thousands of graves would be covered with flowers to-morrow.

It was not an ordinary school-room with neat rows of desks and a hearty little human throng bursting with activity; instead of desks, there were chairs of every construction, and, kneeling, sitting, lying in these chairs, were the crippled forms of Carey Bowling's little pupils.

And they had never heard of Decoration day! For a moment she silently watched these grandchildren of the men in Blue and the men in Gray who had shot down one another, and then told them the story of the great war of secession, while eyes and heart and voice wiped out all bitterness, leaving only the impression on these little minds of a mighty and a noble struggle between two sections of their own country, caused by a difference in view-point, a struggle in which the men on both sides were their countrymen, fighting for what, with all their souls, they believed to be the right.

As the undreamed-of stories of courage, endurance, honor, patriotism, love of home, and love of country, came in simple, vivid pictures from the Southern woman's lips, the children's eyes grew round and bright. No, it was not an ordinary crowd of children; they had passed their grim babyhood in the midst of poverty and filth and crime, where no one had had time, or had thought it any use to "bother about a young 'un that hadn't never been right"—to give the usual explanation.

And so, when no fresh diversion followed the discovery of fingers and light, baby decided that was all there was of it, and the little brain made no further effort toward growth; monotony marked the wee face and life trailed on thru the gray child-morning. When at last rescue came it seemed at first too late, but gradually the loving work won the day and there was a tiny stir from the sleeping seed. And now, as these children listened to Carey Bowling, the instinct of hero-worship was roused in them. This story of matchless courage and peerless sense of duty tore its way to the torpid little hearts—hearts that had known no power beyond that of "pumping blood"—flashed a light into the neglected brains and waked the gray souls to a love of country and a proud delight in these men who were *their countrymen*.

"They died, little ones," concluded Miss Bowling, "for their country, and for what they believed to be right; and that is why, to-morrow, in the cities and the towns and

the villages and on the farms and on the wild mountain sides—wherever there is a soldier's grave—*some one* will lay some flowers.

"And now I'll tell you what *we* will do for the soldiers"—ah! things were growing very real—"You may gather some flowers this afternoon,"—for some could walk and some could crawl, and the flowers were very near, just where God had planted them, and no man had had time to plow them up—"and, in the morning, I'll go put them on the graves for you."

But the eager little faces were not satisfied. The eyes implored: "Oh, Miss Bowling, let *us* go; it isn't far!" And it was not; the cemetery was gruesomely near, but—and Carey's eyes traveled in great compassion from one misshapen patriot to another. There was dead silence in the room, then:

"Children, I *want* you to go, but I *don't* see how we can manage it."

Again, silence and great depression. But only for a moment. A sturdy, courageous voice from the back of the room cleared up the atmosphere: "Miss Bowling, I know *we kin* do it," and the tone was convincing.

The speaker was standing, yet his chin came very near his knee, and in only one eye was light, but the face was bright and brave, the one eye full of beauty and devotion, and the feet and hands strong and ready.

"Thim as can't walk," he continued, in an energetic, comfortable tone, "we kin haul in the little wagons, 'n some on us kin lead the blind uns."

The hunchback's neighborly words roused in every listener the impulse to give with his might. A wave of good-fellowship swept thru the room, and every available hand, eye, and foot was offered to serve those in need.

"That's fine!" cried Miss Bowling. "Now, we'll gather the flowers and have everything ready, and just before sunset we'll go over to the cemetery and decorate. There will be too many horses for us in the morning, so we will go this evening; it will be nice to be the first to take flowers, won't it?" she concluded, tactfully.

What a radiant, earnest little flock scattered thru the grass, picking the dearly loved wildflowers and hailing each buttercup, daisy, and bright eye with a glad little "Oh!" of recognition.

At last aprons and hats are full to over-flowing and the children scramble onto the low porch to "make bouquets."

By the time this work is completed the sun is low, so the small wagons are brought around, the helpless little ones lifted into them, and all is in readiness for the start.

Was ever such a procession seen in celebration of Decoration day? Not an American among them who had not a stricken body, and yet not one who had not forgotten self in paying tribute to his country's dead.

At last the cemetery was reached and the wagons unloaded. With hands full of flowers and flags and grave child faces full of loyalty, the celebrators limped and hopped and crawled and groped their way over the soft grass to the honored mounds.

It is sunset—one of those sunsets that turn the clouds into great lumps of gold and fill the air with shimmering dust and pour a yellow glory on trees and grass and whatever is beneath the flood, and so it was it fell on the fair hair of a little child kneeling by a soldier's grave, feeling with delicate, sensitive fingers "for the place where the flag belonged." She has found the spot she wants, and now, with her flower-face upturned to the western sky, the sightless eyes unmindful of its brightness, with the other children watching in silence, their flowers in their hands, wee "Blind Rachel" plants the first flag that is planted that Decoration day.

And Carey Bowling wonders if, in all the broad Union, there will be more real *honor* paid the dead; more true patriotism in the hearts of those who scatter flowers than is shown in that little cemetery, in one of the Southern states, by that band of misshapen, but true, Americans, who have strewn blossoms above the Gray and unfurled the flag above the Blue in impartial reverence for their heroic countrymen. BESSIE CAPERTON BEIRNE.

West Virginia.

Notes of New Books.

A Virginia President.

Virginia was the first colony and the leading colonial state in the Revolution, and placed in the presidency four of the first five incumbents of that great new office. These were Washington, Jefferson, Madison, and Monroe, in a descending scale of greatness, typical of the declining importance of Virginia in the union of states from 1789 till now. It is a descending scale no doubt, yet all these four were great men. Three of them, Jefferson, the oldest, Madison, and Monroe, the youngest, were intimate personal friends, among whom Jefferson was mentor. Their friendship was no brief matter, for it endured more than half a century. Nor was it unimportant historically, for the agreements of these three men became the policies of a nation.

The place of James Madison, fourth president of the United States, is not difficult to assign. He was a constantly useful, uniformly successful, scholarly gentleman, who held in succession many positions of high importance in the early destinies of the republic, and who adorned them all. In his new "Life of James Madison," Gaillard Hunt, a careful historical writer, has developed skilfully the story of this admirable career. The book is far more than a "life" of Madison. It is a history of the times, with especial reference to the events in which Madison was a moving force. It is a sympathetic and adequate portrayal of Virginian customs, traditions, and ideals. Many historical biographies err in dragging into the story matters with which the subject was not directly concerned. The author of this work has avoided this error.

It would be interesting and doubtless profitable to trace in detail the story of James Madison in a review of this book; but time and space prevent such a course. It is significant that Madison was born in 1751, in what was then an outlying border county of the colony; that he was the oldest child in a large family; that his father was the leading planter of a large district; that he himself attended the college at Princeton, the only cosmopolitan college then in America; that he lived nearly all of his long life in the family homestead and died there; that unlike the stately Washington, and the picturesque Jefferson, he was small of stature and delicate of health, no sportsman, no athlete; that he married late in life, 1794, a beautiful widow of half his years, who was a near connection of George Washington and who made his home not only happy but also famous for her beauty, gaiety, and hospitality; that he was always a believer in peace, tho a war president, and always a believer in freedom for everyone, tho himself a slaveholder; that during most of his life he lived beyond his means, like most statesmen; that he died in 1836, childless, like most great men; and that he might well have said of himself for the fifty years of American history after 1775, "*Omnium magna paro fui.*"

In style this biography is clear; the narrative is progressive and attractive; the body of information is large and substantial. One may indeed question some of the views presented; to do so is not necessarily to oppose. It is questionable whether Madison erred in advising the manumission of all slaves who would take up arms against the British. The merits of the interpretation as a whole vastly outweigh any apparent or real defects.

To portray the life of such a man as Madison is to paint a series of many pictures, of varying colors and of varying sizes. His career was panoramic rather than kaleidoscopic, however, for it was consistent and essentially artistic and orderly. Constructive statesmanship is seldom noisy: its achievements are quiet like the normal processes of nature. Such statesmanship was the business of James Madison thruout life. He never failed in any task, however great or strange. The biographer of Madison's life has no surprises for his readers; and

needs none to interest such as appreciate the importance and significance of the early days of the nation.

The publishers have presented this work in the best of paper, type, and binding.

(Doubleday, Page & Company, New York, 1902. 8vo. pp. 402. Fine index. Excellent footnotes.)

W. E. CHANCELLOR.

Daniel Webster, by John Bach McMaster, University of Pennsylvania. Illustrated.—Certainly among the great orators which this country has produced, Daniel Webster stands among the first, if not the very first. Professor McMaster has given a very vivid picture of the development of the man and the statesman whose characteristics won the respect and applause of friend and foe alike. The work is calculated to win the attention of students who are liable to overlook the sterling merits of the expounder of the constitution whose labors have been obscured by later events.

Professor McMaster begins with the school days of the great orator. He shows the boy pinched with poverty, yet his father determined that the son shall have the chance of which lack of education deprived him. So the boy struggles his way at the academy, and later at Dartmouth college. His course complete, he enters the law office of a country attorney. But after a few months we find him at Fryeburg, Me., the principal of the academy, turned to that work that his brother may also have the college training. And very little difference do we find in the early career of the young Webster. Careful and painstaking labor marks all that he does, whether at Franklin, at Salisbury, or at Portsmouth.

Webster's first political office was that of member of the house from his district. From the very first, he was a power in Congress. His speeches in the house and his careful work in the committees, had a large part in bringing the disturbances connected with the War of 1812 to a peaceful termination.

When his term at Washington ended, he settled in Boston that he might have a more remunerative practice. Several years passed in which he won both fame and money. But when the tariff became the leading issue, his state sent him to Washington again, this time to the senate.

There he remained nearly all the time to his death, except when he was secretary of state. In this office, he did especial service to his country thru negotiating a treaty with England that practically settled all points of dispute between the two countries.

Webster's reputation as an orator rests upon a few leading orations. That at the laying of the corner stone of Bunker Hill monument is the most famous. The reply to Hayne in which he shows that the United States is a nation and not a compact, has certainly done more for the unity of the nation than any other address. But his speeches must be read in full to realize their power, and this life will lead many a youth to their study. (The Century Company, New York. Price, \$2.00 net.)

History for Graded and District Schools, by Ellwood Wadsworth Kemp, head of department of history, Indiana State Normal school, Terre Haute, Ind.—This is a guide for teachers and a text-book to be put in the pupils' hands as soon as they are able to read. The material presented is based on the idea that children may be taught systematically something of the great facts of ancient and medieval history, and, finally, that American history is an outgrowth of the past. For the child to know only the history of his own country is to have very incomplete knowledge. This book gives merely a sketch of these ancient nations, yet it presents the life of these peoples in a vivid way and it shows how civilization was passed on from one to another.

The plan of the book is to present in story form to the children of the first primary grade a picture of the early Aryan life as it was lived in the Volga river valley; the second grade deals by means of simple stories with characteristic features of life in early Egypt, Judea, and Phoenicia; the third grade with life in Greece; the fourth, with life in Rome; the fifth, with the life of the early Teuton and the life in the monastery and feudal castle; the sixth, with the Crusades, the Renaissance, the growth of the English parliament, and the Reformation; the seventh, with the characteristic life developed in America by the Spanish, French, and English to the time of the formation of the American constitution; the eighth, with the development of a national feeling and united life in the United States under the constitution from 1789 to the present time. (Ginn & Company, Boston. Price, \$1.00.)

Life of Ulrich Zwingli, the Swiss Patriot and Reformer, by Samuel Simpson.—This volume contains a brief and readable account of the life of one who played a leading part in one of the most important eras in the world's history. Zwingli's work was done in the German-speaking portion of Switzerland as Calvin's was in the French-speaking portion of that country. In the preparation of the volume the author's chief aim was absolute fairness and accuracy. To accomplish this he made thoro search of the libraries of

Continental Europe. The book will appeal to a large class of readers who hold the name of Zwingli in veneration. (The Baker & Taylor Company, New York.)

Americans in Process: A Settlement Study, by residents and associates of the South End house. Edited by Robert A. Woods.—This is a study by a group of settlement workers, men and women, of the North and West Ends, the two principal immigrant districts of Boston. These districts, until about fifteen years ago, were inhabited chiefly by an Irish population. Since that time there has been a large influx of Jews and Italians. Twenty-five different nationalities are here represented, including a considerable number of negroes. The book shows the general relation existing between these districts and other parts of the city. The social history of the North End is traced from pre-revolutionary days, showing the striking background of American sentiment and tradition in which the present drama of assimilation is being carried out. The chief traits of the various nationalities are analyzed and their capacity for American citizenship estimated. The continued series of efforts on the part of the city to cope with the sanitary evils of these crowded quarters is traced, and further steps suggested. There are chapters upon industrial conditions, upon the technique of local politics, upon criminal tendencies, and upon the amusements of the people.

The influences actively at work for conserving and strengthening all that is best in this strange life are carefully examined,—the work of the church in its various branches, including the Jewish synagogues, the public schools, and the entire scheme of organized charity and philanthropy. A concluding chapter shows the general trend of things and the urgent necessity that the work of Americanizing these people shall be thoroughly done. (Houghton, Mifflin & Company, Boston. Price, \$1.50.)

One of the most fascinating books lately issued is *The Story of My Life*, by Helen Keller. There is probably not a teacher in the country who is not more or less acquainted with her history, and it is a good one to study, as it shows what may be accomplished under discouraging conditions. Being blind and deaf she was practically limited to the sense of touch for obtaining a knowledge of the outside world. With wonderful patience her teacher, Anne Mansfield Sullivan, roused the dormant intellect, and thenceforward Helen's progress in knowledge was rapid. She has accomplished more, in the way of learning, than the great majority who have all their senses. In fact, she has a remarkable mind. She has learned to read, write, and speak, has even taken a college course, and her letters show that she possesses an unusual amount of literary talent.

The book is in three parts. The first two—Miss Keller's story and the extracts from her letters—form a complete account of her life as far as she can give it. Much of her education she cannot explain, herself, and, since a knowledge of that is necessary to an understanding of what she has written, it was thought best to supplement her autobiography with the reports and letters of her teacher. For the third part of the book, the editor, John Albert Macy, is responsible, tho all that is valid in it he owes to authentic records and to the advice of Miss Sullivan. Scattered thru the book are twelve or fourteen illustrations, most of them pictures of her and her distinguished friends, including Joseph Jefferson, Dr. Edward Everett Hale, Mark Twain, and Dr. Alexander Graham Bell. (Doubleday, Page & Company. Price, \$1.50.)

European and Japanese Gardens: Celebrated gardens of the Old World; illustrated by 148 photographic views and plans. This book is made up of the following papers read before the American Institute of Architects: "Italian Gardens," by A. D. F. Hamlin; "English Gardens," by R. Clipston Sturgis; "French Gardens," by John Galen Howard; "Japanese Gardens," by K. Honda. These papers are edited by Glenn Brown, secretary of the American Institute of Architects. It is only recently that architects in the United States have appreciated the fact that the garden should be designed in connection with the house. It was to encourage this idea that these papers were obtained from enthusiastic students in the various fields. In the work as issued the authors have, in some cases, enlarged the scope of their papers, and many illustrations, in addition to those presented to the institute, have been inserted in the present volume.

It is safe to assert that this book will be appreciated by a vastly larger number of people now than it would have been had it appeared a few years ago. The people have found there is a want the city cannot supply, and they have been removing to the suburbs of cities where fine residences may be built and extensive grounds laid out. The next generation will have more of this love for the country than the present one because of the introduction of nature study in the schools. This love of country scenes cannot be too assiduously cultivated; its growth is a sign of healthy national life. The volume shows what good taste and money can do towards the enhancement of the beauty of natural scenery. There are

upwards of 150 illustrations from photographs of celebrated beauty spots of the old world. (Henry T. Coates & Company, Philadelphia. Price, \$2.00, net.)

A Midsummer Night's Dream, by William Shakespeare; from the Riverside Edition, with introduction and notes by Laura Emma Lockwood, Ph.D.—This is No. 153 of the Riverside Literature Series, a collection of paper covered volumes that has become popular thruout the English-speaking world for their adaptation for school use and home reading. The typography is especially fine. This play, in which the imagination of the great poet fused together classical lore and English folk-tales, is one of the most poetical of all the Shakespearean dramas. (Houghton, Mifflin & Company, Boston. Paper, \$0.15.)

Tennyson's Princess, with an introduction and notes, by Edward Everett Hale, Jr., Ph.D., forms No. 54 of the Standard Literature Series. It is hardly necessary to say anything in regard to this famous poem, it is so well known to our readers. It is worthy of lasting remembrance if for no other reason than for the lyrical gems scattered thru it. The pleasure of reading the poem will be greatly enhanced by a careful reading of the introduction which calls attention to characteristics of Tennyson's style that might otherwise be overlooked. The notes are placed at the foot of the columns where they can be referred to instantly, and with less loss of interest in the narrative than if the student had to go elsewhere for the information. (University Publishing Company, New York.)

The Outline of a Year's Work in the Kindergarten, by Anna W. Devereaux, supervisor of kindergartens, Lowell, Mass., is based on the order of the seasons. In this the Mother Plays hold an important place, being woven into and adapted to the changes which surround the child and appeal to him. For example, in the play of the birds, the life of the birds is connected with the home life of the child. The latter in watching the care of the mother bird for her young sees her own family life reflected as in a mirror. The basis of this care is mother-love. It is supposed that all who use this outline have completed a kindergarten course in which a careful study of Froebel's theory, gifts, occupations, and games was required, as suggestions are made which will not be understood by any who have not a thoro knowledge of these things. This book has justified its existence to such an extent that it has reached this, the third edition, which is revised and enlarged. (J. L. Hammet Company, Boston.)

The Pharaoh and the Priest is a historical novel translated from the Polish of Alexander Glovatski, by Jeremiah Curtin. It is an extraordinary story and one well worth the reading, not only for the light it throws on Egyptian history, but for the sidelights it throws on the life of neighboring peoples. It is a noteworthy fact that the people who gave to the reading world "Quo Vadis," the greatest novel of Rome, should also enrich it with the greatest novel of Egypt.

The scenes of this story are laid in the eleventh century before Christ, and cover the fall of the twentieth dynasty. The great question involved is that of the relations existing between the Pharaoh and the priesthood, but the discussion is modified by a thread of finely-woven romance. The author draws the Egyptian character in a masterly way and depicts social and other conditions of the time. The book strikes the note of the age, that age before the splendors of the Orient, with their weakness and voluptuousness had effeminated the people and rendered the men incompetent as warriors. It was an age of the triumph of the priesthood, a fact which the author has well brought out. On finishing the book one is conscious that prodigious learning and research were required to write it. (Little, Brown, & Company, Boston.)

Doctor on Food.

Experimented on Himself.

A physician of Galion, O., says: "For the last few years I have been a sufferer from indigestion, and, although I have used various remedies and prepared foods with some benefit, it was not until I tried Grape-Nuts that I was completely cured.

"As a food it is pleasant and agreeable, very nutritious, and is digested and assimilated with very little effort on the part of the digestive organs. As a nerve food and restorer it has no equal, and, as such, is especially adapted to students and other brain workers. It contains the elements necessary for the building of nerve tissue, and, by so doing, maintains an equilibrium of waste and repair.

"It also enriches the blood by giving an increased number of red blood corpuscles, and, in this way, strengthens all the organs, providing a vital fluid made more nearly perfect. I take great pleasure in recommending its use to my patients, for I value it as a food and know it will benefit all who use it." Name furnished by Postum Co., Battle Creek, Mich.

The Educational Convention City of 1903.

The Museum of Fine Arts at Boston.

At one side of Copley Square, the pride of Boston, and probably the most notable square in America, is situated the Museum of Fine Arts. Here some 250,000 visitors annually enter to examine the treasures gathered together for a great educational purpose. The recent annual report of the director of the museum, Edward Robinson, until this year a lecturer at Harvard university, shows the priceless and interesting things preserved for the pleasure of the artist, the instruction of the student, or the satisfaction of the sight-seer. In the print department are almost 75,000 illustrations, covering all processes, from the wood cuts of the earliest schools down to our modern photo-mechanical processes. Generally speaking, the collection may be defined as strong in intaglio work of the sixteenth and seventeenth centuries. There is a fine array of Rembrandts and Dürers, early American prints, numerous examples of French portrait engraving, English mezzo-tints, and a choice collection of book plates.

The director of the museum was, until recently, the curator of the division of classical antiquities, and this collection is a wonderful illustration of what may be done towards teaching the art of a period thru the aid of a museum. Then, too, all the famous artists of Greece are represented. An innovation has been made in this exhibition—and an innovation of considerable educational value—by filling a case with forgeries, each accompanied by a descriptive label, which explains the character of the forgery.

The vases, some 1,500 in number, include specimens of the Mycenaean, Corinthian, and Boeotian types for Greece; and Apulian, Campanian, and Naukratian from Rome.

There are about a thousand specimens of terra cotta work, particularly noticeable being a beautiful collection of statuettes of all periods.

There are, also, marble and stone statues, bronzes, gems, coins, and jewelry. Eighteen objects in ivory and a silver statuette are extremely important for their significance in the study of the art of the classical period.

Japanese Art.

The department of Japanese art affords an abundant opportunity for study and realization of how thoroly this art permeates the lives of the Japanese, and how beautiful much of their work really is. The collection of three or four thousand paintings covers the whole field of Chinese and Japanese endeavor in this line, illustrating, with exceptional completeness, the history of the art.

The wood carvings and prints include some exceptional specimens, most important being some early and rare prints. The lacquer work forms one of the greatest and most important exhibits in this department. The lacquer boxes alone number two hundred specimens. Here are works dating from the fifteenth to the nineteenth century and representing the schools of Tosa in the fifteenth century, Kano in the seventeenth and eighteenth, Shijo in the sixteenth and eighteenth centuries, the exceptional productions of Korin, together with some modern work.

The Japanese pottery represents the work of a collector who attempted to accomplish for Japanese pottery what the English, French, German, and other European collectors have done for the fictile products of their respective countries. In other words, the effort has been made to secure the work of every potter and of each generation of potters and their collateral branches, and, as far as possible, the various signatures used by them.

The museum owns 5,324 objects in this collection, of which 4,118 are on exhibition. These represent the product of fifty-nine provinces and the work of six hundred and three different potters. The collection, as it stands to-day, represents the work of a far larger number of potters and potters' signatures than all the other pub-

lic collections of Japanese pottery in the world together. There are a great many objects and signatures, of which this collection possesses the only example.

Egyptian Treasures.

The collection of the Egyptian department is a thoroly educational one, representing, as it does, all the periods of Egyptian art and nearly every dynasty represented in the history of Egypt. A large number of original works have been given to the museum by the Egypt Exploration Fund, from the excavations at Defenneh, Tell Nebesheh, Bubastis, Deshasheh, Denderah, and Abydos.

The gallery of paintings shows a large number of the paintings of various periods famous in the history of art. Here are pictures by all the old masters—Italian, Flemish, Dutch, German, Spanish, French, English, and American. This is supplemented by a collection of tapestries, which can hardly be surpassed, and a collection of photographs and drawings. The collection of photographs is of incalculable value for purposes of study.

The Boston Museum of Fine Arts has always been of the greatest assistance to the schools and educational institutions in and around Boston in giving instruction in the fine arts and their history. The visitor will find all of the collections arranged, labeled, and cataloged with the idea of making the study of the periods an easy one, in which the objects on view are merely to assist by suggestion. A few hours devoted to these immense collections cannot fail to increase the love of art as well as appreciation of the sense of the beautiful.



Trolley Trips Out of Boston.

As Massachusetts was the first colony to be settled to any appreciable extent, and as ever since its foundation it has played a prominent part in the history of the nation, the state, particularly in the vicinity of Boston, contains many historic spots. In the same district our American literature came into being and so we find the literary shrines intermingled with the historic localities. To see all that one would wish to see of the places marked by tradition or memory, is almost impossible, but the splendid suburban trolley car system which centers in Boston, allows one the opportunity to get an excellent idea of it all.

Thus the trolley trips have become a regular feature of a visit to Boston. This movement has been aided by the splendid street railway system which has been developed about Boston as in no other section of the country. To-day more than 1,700 miles of electric lines are directly connected with the city, running into four of the six New England states.

There may be said to be eight principal routes, all of them interesting and delightful. There are numerous branches at various points on all the routes, but these eight are the trunk lines of the system. One of the most beautiful of the trips is thru the

New England Riviera.

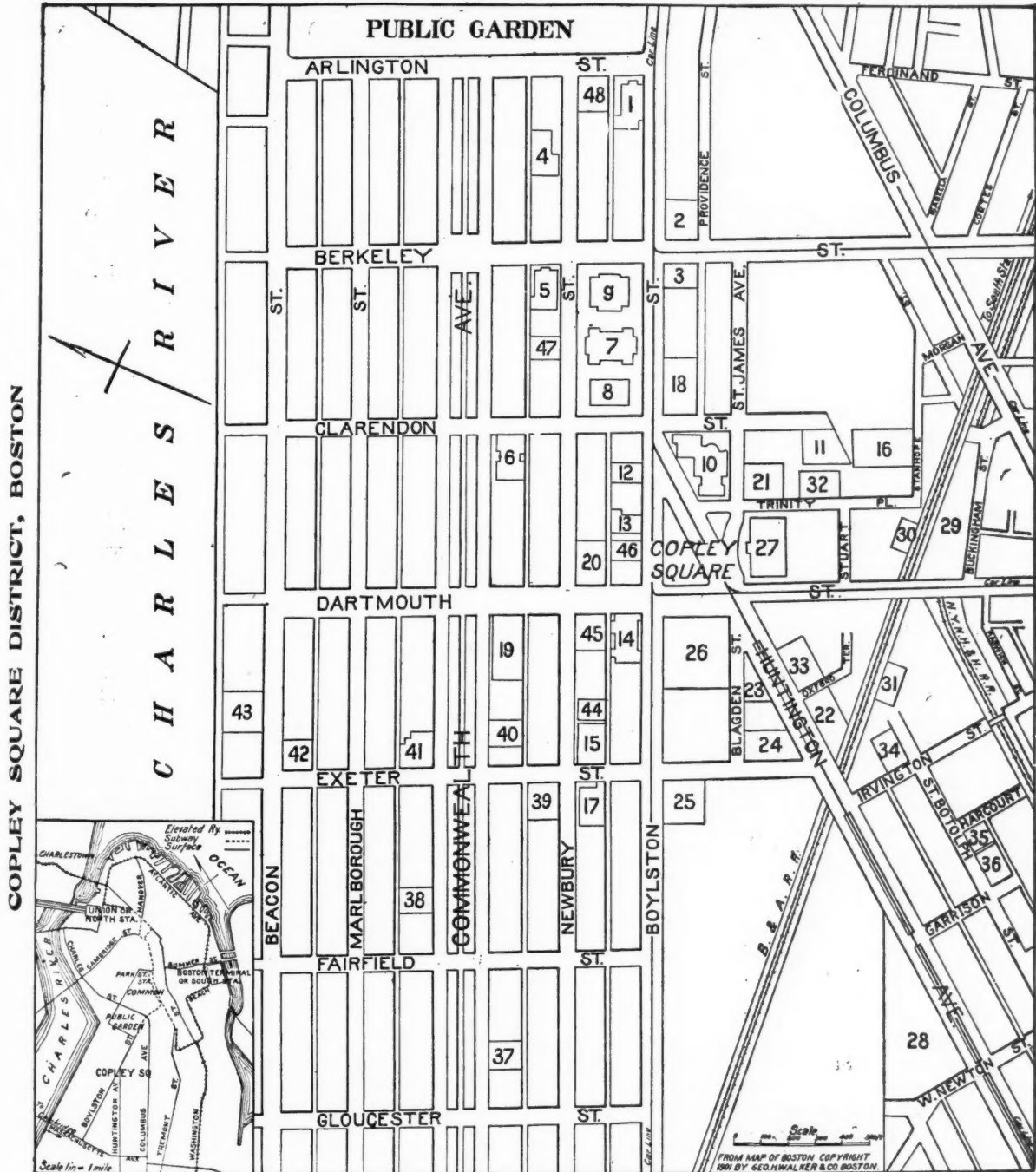
This is the summer home of the wealthy citizens of the whole country. It includes that section of Massachusetts bay lying between Boston and Cape Ann. In early times it was famous for the towns and their citizens who took part in the events of Colonial history.

Starting from Scollay square in Boston on a Lynn and Boston car, our route is thru Charlestown, past the navy yard, under the shadow of Bunker Hill, across the famous Mystic, thru Chelsea to Revere. At Revere is one of the finest beaches on the coast, with a beautiful view of the sea; and Nahant, famous for its residences and rocky cliffs, at the left. The car runs across the great salt marshes into Lynn, famous all over the world for its shoe factories. Here one may start on a side trip, say to Peabody or Danvers, the former the home of George Peabody, the great London banker and philanthropist,

the latter the home of Whittier and famous for its witchcraft history. Another beautiful side trip is thru Swampscott to Marblehead. The route takes one by handsome summer homes along the sea to quaint Marblehead, once the most important fishing port in the state. The view of the harbor with its numerous yachts is well worth seeing.

The direct route from Lynn is to Salem, the home of Hawthorne, Bancroft, and Roger Williams, and famous at an earlier time for its witches. The East India Marine hall and Essex institute are well worth visiting. Salem was once the center of a great commerce with the East Indies and the curious and beautiful objects the sea captains brought home are preserved in these museums.

The car runs across the river from Salem and enters Beverly, one of the oldest and most attractive of the summer colonies along the North Shore, then into Essex, with its old shipyards, over salt marshes and thru pine woods into Gloucester, the home of the fisherman. But the trip does not end here, for the car runs along the coast, past granite quarries, completely thru Rockport to Pigeon Cove. Here our trip ends, but the place is 200 feet above the sea level, and on a clear day even the outline of the South Shore may be made out. To the north stretches the New Hampshire coast. The Isles of Shoals and the mountainous coast of Maine may be seen. Looking seaward, excepting Straitsmouth and Thachers islands there is naught but a broad expanse of ocean.



PARTIAL KEY TO MAP.

- 1 Arlington Street Church.
- 2 Hotel Berkeley.
- 3 Y. M. C. A. Building.
- 4 Emmanuel Church.
- 5 Central Cong'l Church.
- 6 First Baptist Church.
- 7 Rogers Building.
- 8 Walker Building.

- 9 Natural History Museum.
- 10 Trinity Church.
- 11 Copley Hall.
- 12 Second Church in Boston.
- 13 Old South Church.
- 14 South Cong'l Church.
- 15 Lowell Building.
- 16 Normal Art School.

- 18 Hotel Brunswick.
- 19 Hotel Vendome.
- 20 Hotel Victoria.
- 21 Hotel Westminster.
- 22 Hotel Oxford.
- 23 Hotel Nottingham.
- 24 Copley Square Hotel.
- 25 Hotel Lenox.

- 26 Public Library.
- 27 Art Museum.
- 28 Mechanics Hall.
- 29 Back Bay Station.
- 30 Trinity Place Station.
- 31 Huntington Avenue Station.
- First Church in Boston, cor. Berkeley and Marlborough Streets.

Up the Mystic Valley.

Two routes, beautiful, but not of great historic importance, pass up the Mystic valley and into New Hampshire. On the first trip the route runs thru Medford, Winchester, Stoneham, Woburn, and Reading. This trip is to be recommended for its picturesque beauty.

On the route to new Hampshire one takes the Boston Elevated to Sullivan square and then to Malden, a beautiful suburban city; thru Melrose, Wakefield, Reading to Andover, famous all over America as the site of the three academies, then to Wilmington and Billerica, thence to Lowell, the city of spindles, and then to Nashua. This trip gives one an excellent idea of a beautiful section of Boston's suburbs, some of the country life of Massachusetts, and a view of the factory system of this part of the world.

Along the route of the Minute Men is the most famous of all the trolley trips out of Boston, and one which all the visitors to the N. E. A. will take. The first part of the way is to Cambridge, across the bridge made famous by Longfellow, to Harvard square. Taking an Arlington Heights car the visitor is whirled by Harvard, the historic Cambridge churches, and the Cambridge common into North Cambridge.

Beginning here the visitor will notice tablets along the curbstones, tablets telling of the deeds of the Minute Men. The route from now on follows the path taken by the Revolutionary troops on the morning of April 19, 1775. The cars run thru Arlington, past the house of the Committee of Safety, the old tavern, and Spy Pond to Arlington Heights. A change of cars is made here for Lexington.

The track goes thru a beautiful farming country where every house and tree is of historic interest. Here is the Munroe Tavern where Earl Percy had his headquarters, then comes the common where the first fight occurred, by the Hancock house where John Hancock was roused by Paul Revere, then over the hills, from which a charming view of the distant mountains of Western Massachusetts may be gained, to Concord.

The visitor need only think of the fight where "the shot heard round the world" was fired, or of Emerson, Thoreau, and Alcott, to conjure up what may be seen here. The traveler who takes this trip will see more places famous in American history and literature than can be seen in any other half-dozen trips in our country.

Down the Merrimac.

This trip will take one from Lowell thru Lawrence, another factory town, thru Haverhill, the old-fashioned town of Newburyport, Amesbury, the home of Whittier, to Salisbury, where there is a fine beach for bathing. The view of the ocean is grand.

Thru the "Lake Country," from Boston to New Bedford, the old whaling town, is another fine ride. The car runs thru Milton, Randolph, Brockton, and Bridgewater, and many other interesting towns. The state park reservations are traversed, particularly important being the Blue Hill reservation. Brockton is famous as a "shoe town."

To the Heart of the Commonwealth.

This carries the visitor to Worcester and is decidedly worth taking, for at least part of the way. The first car takes the "tripper" thru the Newtons, an exceptionally beautiful chain of suburban towns, thence to Wellesley directly by the beautiful lake and the famous educational institution for women. A day given to seeing the college, the lake, and the gardens on the great Hunnewell estate will be well spent. The country beyond is beautiful, but the towns present little of real interest.

King Philip's Country.

A delightful excursion might well be taken thru the beautiful and historic country, "King Philip's country."

The first part of the way is from Boston to Dedham. The car runs along Boston's famous Washington street from Forest Hills to Hyde Park and then into Dedham, one of the most charming of the New England colonial towns. As the visitor has to change cars here, he should take advantage of the opportunity to visit the Historical Building, the court house, which is of magnificent proportions, and the old Powder House Rock, where the powder was kept on hand for use in repulsing the Indians.

The next car runs thru a typical New England farming country, with old-fashioned farmhouses and ample barns as a feature of the landscape. At one point the car crosses a height of land where the mountains and hills to the east and west stand out in glorious blue, while below is spread an entrancing panorama of scenery in the valley and the meadows.

After some miles the car emerges from the woods into Medfield, and the visitor wants to look quickly at almost the first house, called the "Peak House." This is a weather beaten place, said to be the only house left in the town after it was burned in King Philip's war. The car runs straight thru the wooded streets of the beautiful village and down to the marshes which line the "kingly" Charles for miles. Here can be seen the finest view of the famous marshes in their broadest expanse, and also at its best the famous curving of the river, for here it is said to be the most crooked river in the world. The way across the marshes is bordered by the overhanging branches of a splendid lane of willows.

Perhaps it is worth while to continue to the next town, Millis, to get a view of that so rare a sight in New England, a deserted town.

Our final and one of the most interesting trips is along

The South Shore.

This part of the country south of Boston is one of the most popular with those seeking an outing. Its scenery comprises many great parks, beautiful walks and drives, sandy beaches, salt marshes, rivers, groves, meadows and lakes, and a succession of historic towns. Starting from Boston the route of the Neponset car is taken out to the Neponset river, an attractive tidal stream, with its banks overhung by long grass. Then the car is taken for Quincy, which is famous in many ways. This little city has been the home of two presidents of the United States, and the houses in which they lived are still standing.

Quincy granite, which comes from here, has been sent all over the world. Then there is the homestead of Charles Francis Adams, our minister to England during the civil war; Adams academy given to the town by President John Adams in 1823; the birthplace of John Hancock, and the First Unitarian Church, underneath which are the remains of President John Adams and President John Quincy Adams, with those of their wives.

The car passes rapidly thru Braintree, South Braintree; along the route of the first railroad thru Weymouth founded by Weston the buccaneer in 1622; past Hingham, "Another Cranford" and one of the quaintest of the South Shore villages, to Nantasket, where is the finest beach in New England. From Nantasket the return to Boston can be made by boat, which gives a splendid view of Boston harbor, the islands, and the city itself.

At South Braintree a change can be made and the trip to Plymouth taken. This route takes one thru a farming country of no special interest, a distance of forty miles to the home of the Pilgrims. The ideal way to reach Plymouth, however, is by boat, or one can go by train. In Plymouth there are endless things of interest: Pilgrim hall, which is full of relics, the old grave yard, the monument, Clark island, and finally the "Rock" where our ancestors first landed and began the settlement which resulted in the foundation of all the places we have been seeing around Boston.

SUMMER TRAVEL GUIDE

THE LONG SUMMER VACATION affords the teachers of the United States, who number nearly half a million, a glorious opportunity to become familiar with some of the wonders of the land in which we live. Every teacher is planning for some special trip as a means of study or pleasure. This year many delightful trips have been arranged in connection with the National Educational Association convention to be held in Boston, July 6-10. Other excursions of interest will be features of the meetings of the various teachers' associations, among them the state conventions of New York, Pennsylvania, Ohio, Arkansas, Maryland, Kentucky, Virginia, Tennessee, Georgia, and others.

Teachers who attend the summer schools, which are located in every state, or the great summer institutes, such as Martha's Vinyard Summer Institute and the one at Chautauqua, will have an excellent opportunity to become acquainted with the scenery and natural history of the localities where these are situated. Then there are the splendid opportunities of recreation, sight seeing and good fellowship of personally conducted tours abroad. The vacation outings add largely to the interest which the teacher carries back to the school-room in the fall.

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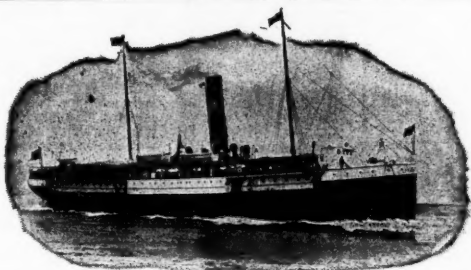
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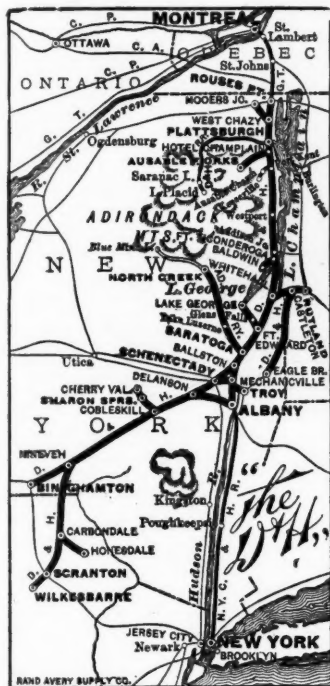


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The summer quarter of the University of Chicago, in session from June 17 to September 3, offers unrivaled opportunities to teachers for review and special study. The terms are so arranged as not to interfere with the ordinary work of the teacher. A special circular will be sent on application.

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It has been estimated that between 8,000,000 and 10,000,000 persons in the United States take a vacation every summer. They spend between \$400,000,000 and \$500,000,000 yearly in pursuit of pleasure. This is a great deal of money to spend during a vacation, but this season the expenditure per capita may be somewhat less on account of the low railroad rates offered by the Chicago, Milwaukee & St. Paul Railway.

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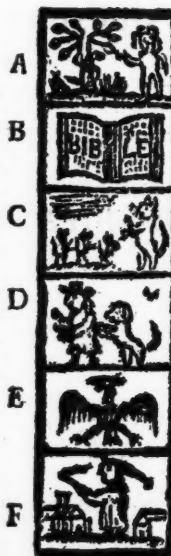
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Boston, the Metropolis of New England, is commodiously situated on the Sea Shoar. 'Tis a large and well ordered Town, and hath been chosen as the meeting place of the National Educational Association in July. The Excursion Rate over the Michigan Central, The Niagara Falls Route, is open to the Publick. Delightful Side Trips. Send 2c for Boston Booklet.

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The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING MAY 23, 1903.

The directors and teachers of physical culture in the borough of Greater New York have acted wisely in deciding to undertake a systematic study of the present status of gymnastic training in the schools and colleges throughout the country. It is to be hoped, however, that those who expressed dissatisfaction with the plan of excusing pupils on presentation of doctors' certificates showing physical disability for gymnastics will raise themselves to a somewhat more reasonable attitude. A certified physician's statement should be accepted for what it stands. If physical instructors do not recognize an expert's testimony, how can they expect other people to treat the edicts of physical instructors with respect? There are some, even if their number is small, who know something we don't know.

The New York Educational Council's closing meeting of the school year, held last Saturday, was a most enjoyable one in every respect. After the regular program of the morning, the members and their friends partook of a luncheon at Hotel Albert. The after-dinner speeches were singularly free from flippancies and catch-penny nothings, and if any fault were to be found with them it would be that they were perhaps too serious for the occasion. But the social-economic conditions of the day cannot but make thoughtful men serious and make use of every opportunity to press for the solution of the new problems. Senator MacLellan took for his text the present strife in the state of New York between the Regents and the State Superintendent's office, and dwelt particularly upon the fundamental educational considerations involved. Mr. J. Archer Brown, a leader in the business world, gave a wholesome talk on the virtues necessary for success in the world. Altogether the program was one of the most profitable that could have been provided.

THE SCHOOL JOURNAL's articles on preparation for the vacation, on summer travel, and especially about what to see when at Boston for the convention of the National Educational Association, seem to be proving a very popular feature. One experienced tourist manager writes: "You must send me every one of the numbers bearing upon summer travel. Your articles are by far the best material of the kind that I have seen published outside of the periodicals wholly devoted to touring." In response to requests, THE SCHOOL JOURNAL will publish, next week, a list of hotels and boarding-places in Europe, especially suited to the comforts and purses of teachers.

Dr. Fred W. Atkinson is home again. The welcome greeting given him by Newton, Mass., is a call to the superintendency of her schools. He succeeds Mr. Alfred B. Fifield, who retires to enter upon a business career.

Dr. Atkinson is a typical New Englander, and he is sure to do as good work when near the State House dome as in the Philippines. He is a graduate of the Bridgewater normal, of Harvard university, and studied in Germany and France. He has been principal of the high school in Upton, Mass., and of the Springfield high school. The latter position he resigned to accept the appointment as superintendent of education in the Philippines. He was succeeded in the latter position by Dr. E. B. Bryan.

Supt. Mason S. Stone is on his way back to the United States, ready to identify himself again with educational work here. As superintendent of the schools of Manila he has established a high standard, which has had, and

will continue to have, a beneficial effect upon common school development in the Philippines. His quick grasp of the situation, and the tact with which he managed the difficult problems of organization and administration, have meant the accomplishing great things. Any city school board desirous of securing a first-class superintendent will do well to get in communication with him. Mr. Stone will probably reach New York early in June.

At a recent dinner in London Alfred Mosely expressed the belief that England was a generation behind the United States educationally. He said it was his intention to take a party of twenty-five or thirty leading educators to the United States next fall in order that they might see the educational development of the country.

Paterson, N. J., has been so frequently scored in the public prints for alleged lack of public spirit that it is a pleasure to record the generous recognition of the faithful and efficient work of the superintendent of schools, Mr. Louis A. Goodenough. His salary has been raised from \$3,000 to \$3,600 a year, and his term of office has been made unlimited. Mr. Goodenough has displayed wonderful judgment and executive ability in advancing the educational interests of Paterson, and it is well that the city recognizes this so promptly.

Commercial or Professional.

Teaching in its essence is a humanitarian work. It is too often pursued as a commercial one. The teacher appears to say, "I know certain things; you do not know them; give me so much money and I will make you know them." This is a wrong attitude; the right one is that taken by the mother; she aids the child because she loves him.

Frederick the Great put his maimed soldiers as teachers into the Prussian country schools in order to save paying them pensions. Ever since public schools were started they have been looked upon by most teachers as means of gaining money; every demand for an increase of their qualifications and fitness has been met with the strongest possible opposition. The schools of 1850, over which so much boast has been made, were taught in the winter by men who worked on farms in the summer; that is, they did not increase their qualifications year by year, tho they did gain experience.

The New Thought introduced by Horace Mann was that the teacher must be well trained; it was based on the principle that the work was too important and complex to be left to untrained minds to administer. It has taken fifty years to have this principle accepted in part. The feature characterizing the educational situation of the twentieth century is the acceptance of the principle of special preparation by the teacher for his work; but it is only as leaven working in the mass as yet.

This is the first step towards *discommercializing* teaching; a recognition is thus made of its importance. There is a declaration that there must be something extraordinary done because of the nature and value of the child. It is not proposed to be done because more money will be paid to persons so prepared, tho that may be the result; it is to be done because otherwise the work will not be properly performed.

This may be called the first step in removing teaching from the ban of commercialism; but a further step is necessary. The term "professionalism" was employed; a better and more appropriate one is humanitarianism. Teaching certainly is a humanitarian work. The Catholics insist upon its being regarded as a religious work; and every thoughtful person will agree that every child should be taught the Christian religion. While this may not practically be possible in the public school supported by taxes paid by people of every sect, the aim should be far beyond the imparting of the elements of knowledge.

It is concerning this, the next step, that much is being

thought. It is probable that a majority of the teachers are pondering upon the question whether they are doing this higher kind of teaching; that they are making daily efforts to enter this field and accomplish something daily in building character. Conscience demands that more be done than impart the elements of knowledge.

The main difficulty is that such teachers receive no encouragement from supervising officials; they are simply inspected as to the imparting of specified knowledge. Their only reward is the assurance that they are doing their duty. The supervisor not infrequently attempts not to know that a teacher creates a moral atmosphere in his school-room, fearing he may be charged with encouraging the teaching of religion. Possibly he may be taking a wise course as well as a cautious one.

When a man really undertakes to solve the problem, What is Education? he has a large and complex affair before him. If he pursues his inquiries, he will separate himself from commercialism. We do not mean that he will work for nothing, or will hesitate to ask for larger remuneration. We mean that the work will steadily grow in importance before him. He will give time to study pedagogy as well as enlarge his circle of knowledge. A comprehension of the pupil will rise steadily in importance and keep rising all his life.

As he comprehends the mystery of the world he will see that there is an underlying energy that seeks to advance mankind from lower to higher stages; he will attempt to ally himself with this central energy; to become a partner with all who have labored to cause the kingdom of God to be established. The man who teaches the multiplication table is dealing with an agency that is able to comprehend the vastest mysteries; shall he deal with that mind as being a receptacle merely?

It is plain that teachers are now divided into the pedagogical and the non-pedagogical; the majority are of the latter at this writing, but a leaven has been infused into the ranks of the school-room laborers, and the teaching of the twentieth century will not be that of the nineteenth or any past century. A higher aim is attempted to be realized; a different conception of what should be done in the school has been formed.

Helen Keller's Address.

One of the great triumphs of human art over bodily defects is manifest in the power to speak imparted to Helen Keller. At the dedication of the Eye and Ear Infirmary she addressed a large audience, altho early in childhood rendered deaf, dumb, and blind thru severe illness. Her utterance was not as distinct as the speech of those possessing natural powers, but is improving, and it would not be strange if she became a popular orator.

This must in a sense be regarded as an educational triumph. She has been educated in spite of all her disadvantages. It shows that education is of the supremest value. The entire genius of those understanding such a case has been employed to educate her. Bear in mind it has not been simply to teach her to speak, but to educate her so that when she did speak she possessed ideas and comprehended the world.

This cannot but interest educators everywhere. What an effort to know! What pains to understand herself!

How many, with complete powers, make no similar effort? What joy she has in acquiring knowledge! She tells us, in her history, that when she comprehended that the three wooden letters, *d*, *o*, *g*, represented the animal she held in her lap, that it gave her a joyful shock she never has forgotten. And, again, when she found that the letters could be put in other positions and represent other things, she was surprised and delighted.

She says in her address: "I am studying economics this year." If we should propound the question to many a teacher, Are you pursuing some study to further educate yourself? we should be met with a negative. In Miss Keller's place it is not needful she should study to fit her to incite study in others; she does it to meet the

desire for light implanted by the Almighty. She declares she rises each morning with the hope she may learn something new during the day. Like the Roman emperor she counts that day a lost one in which she has learned nothing new.

Again, she said in her address: "The welfare and happiness of others is essential to our own." Is not this the key to the reason we teachers engage in teaching? Is not this the distinction between the profession and business? Is not that the noblest profession that makes the happiness of others the first object of its prosecution?

English in Filipino Education.

According to Theodore de Laguna, a Cornell man who went to the Philippines as a teacher, education in the islands is a grand failure.

Writing in *Gunton's Magazine* he says:

"We are making a failure of this scheme, a monstrous, mortifying failure; not irremediable, perhaps, but fast becoming chronic, and requiring instant attention from those who are competent to modify the situation."

The Filipinos, he declares, are disgusted with the education offered them, and the teachers have only one desire, to go back home. Of these teachers he says: "The teachers were a regiment of carpet-baggers, come to exploit the country in their small way, and then after a few years, sail happily home without a regret to spare. Had everything gone smoothly with the work here, the carpet-baggers' interests might have been sufficient to keep them at their tasks; but with the first breath of failure, it would be hard to find any class of men more liable to hopeless discouragement. Then, indeed, it became a mere question of living out one's time somehow and getting home again."

Tho the majority of the natives, he declares, have no knowledge of Spanish, their way of judging a superior depends a great deal on the person's knowledge of that tongue. The average teacher who goes to the islands has an acquaintance with this language so limited that his communication with one who uses it exclusively must necessarily be chiefly by signs. To have a person apparently so ignorant, when judged according to Filipino standards, set over them, is extremely mortifying to the islanders.

"The teacher can eventually learn Spanish, but as the Filipino has little desire to learn English and but small need for it, the absurdity of demanding that all possible instruction be given in this language seems apparent.

"For the Filipinos who live in cities the language might come in usefully in dealing with American merchants and officials, but to the peasant and the boys and girls in the outlying provinces the time spent in trying to acquire a—to them—dead language, is wasted. English is just as useless and dead a language to the Filipino as Greek and Sanskrit would be to American boys in an industrial school, trying to learn some trade.

"The acquisition of a new language in the Philippines is as hard for the school children as it is for the teachers. The former are being taught English and the latter are trying to make a shift at learning Spanish."

Writing along the same line in the *Pedagogical Seminary*, Dr. A. F. Chamberlain says:

"Education, no more than a nation, can exist half-slave and half-free,—its motto, too, is liberty or death. To educate the Filipinos, without using to the full their language and their literature, the thousandfold stimuli of their environment, their racial temperament and ideals, their past history and natural ambitions for the future, is to stunt them in body, mind, and soul. We have let loose upon them the soldier, the trader, the school teacher, and the missionary—and we talk of education! The brain cure we are treating them to at the hands of our teachers is worse than the water cure our soldiers gave them.

"In education, as in everything else connected with the new colonialism, we began wrong. We can change if we will, but it must be a complete change and an hon-

est admission of error. To educate the Filipinos as Filipinos and not as Americans, is the right ideal. Let 10,000,000 Malays as such develop along the lines of their native genius and some day they will become strong, as their kinsmen the Japanese have done."

Another Philippine teacher, Burgess Shank, refutes these views. He says:

"The need of English in the Philippines is a part of the civilized man's need of civilization. The Filipino understands that a native dialect, containing no scientific terms and no term new to the civilization of the last few hundred years, is utterly inadequate to his present needs, which include the acquisition by him of his share of the knowledge of the ages.

"It seems to be clear to him that one of the enlightened languages of the earth is necessary, if he is to take his place in the march of progress. He also sees that the Philippines must have one language to be a nation. For these reasons the Filipinos wanted American teachers, for want them they did, and the teachers were received with welcome."

Mr. Shank cites the following facts to show that the experiment of teaching the Filipinos English and giving them an American education is a success:

"A thousand schools have been running nearly two years, in which the language used is English.

"Many thousand Filipinos have learned to understand, read, speak, and write English to a considerable extent. Thousands have been trained to teach the language and many have been doing it successfully for more than a year.

"The experiment has shown the people as a whole that they can get an enlightened language; that so far as language goes, their aspiration to be a part of the enlightened world is an attainable aspiration.

"In communities where schools have been established one meets many persons, children and adults, who can carry on a tolerable English conversation. There is no discouragement after two years of effort.

"Classes of little children, entering school for the first time, learned to read and write as much and as well as an American first grade class.

"Young men and women learned enough English in a year to be able to write a better letter than most American adults.

"Many Filipinos have been teaching English to their countrymen since the beginning of the work."

These facts would seem to prove American education in the Philippines somewhat of a success, altho it savors more or less of a vast and unique experiment.

Richard Henry Stoddard.

Richard Henry Stoddard, the poet and man of letters, died on May 12. He was the contemporary and sole survivor of the great school of American literati, which included Irving, Poe, Longfellow, Emerson, Holmes, Bryant, Whittier, Lowell and Hawthorne. Mr. Stoddard was born in Hingham, Mass., in 1825. His father, a sea captain, lost his life on a voyage to Sweden, when Richard was a mere boy, and thus he had to provide for himself. When he was ten years old he came to New York and worked in an iron foundry for a time. His health failing in 1848 he began to write for periodicals, poems and essays being his earliest work.

Like Hawthorne, Stoddard was connected with the Custom House, a position which gave him an assured income and at the same time left him opportunity to follow literary pursuits. He held this post from 1853 to 1870.

He was then city librarian for a year and later literary editor of the *Mail and Express*. Among his works are "Footprints," 1849; "Poems," 1852; "Songs of Summer" 1857; "Life of Alexander von Humboldt," 1859; "The Children of the Woods," 1866; "The Story of Little Red Ridinghood," 1864; "Memoirs of Edgar Allan Poe," 1875; "Poems," 1880; and "Under the Evening Lamp," 1893.

The last literary work which Mr. Stoddard was able to do was in connection with his "Recollections, Personal and Literary," a volume of memoirs covering a period of more than fifty years, and affording personal glimpses of many of the foremost writers of the past half century. The work will be issued by A. S. Barnes & Company.

Poor Man!

Once the term "Woman's realm" was much used; whatever that once meant it now seems to include ability to do what man once claimed was solely in his power. Poor fellow! there is little left that woman has not shown she can do as well as he. In Vassar, she started to study the same Greek and Latin, astronomy, and mathematics that he did, and she succeeded. In Vassar, she has shown that she can run and jump in a manner that takes one's breath away. Miss E. Botsford threw a baseball 140 feet. Miss E. Gardiner made a standing broad jump of 7 feet 7 inches. Miss M. Mather put an 8 pound shot 27 feet 9 inches. Miss Sherwood jumped over a fence 4 feet 10 inches high, etc., etc.

It has been hinted that trials of the football game have been made, but as yet without the success to warrant its being adopted as a Vassar college athletic.

Right is Might.

The following song, "Right is Might," by John Jerome Rooney is to be sung by the public school children in the celebration of the 250th anniversary of the founding of New York:

Ho! Watchman of the city gate,
How doth the city fare?
Doth any foeman lurk and wait
To pierce our armor there?
And Watchman, is the wall made stout
With Freedom's holy might?
And is it builded round about
With Honor, Truth, and Right?

REFRAIN:

Oh! yes, the city wall is strong,
And proud our city's name;
Our lives protect New York from wrong,
Our deeds defend her fame.

The ship that rides on yonder bay
Has touched fair India's strand,
It bears our golden grain away
To bless some distant land.
The iron clad horse, with lightning speed,
And fire within its breast,
Lays at our door, to meet our need,
The riches of the West.

But city walls are strong in vain,
And wealth itself is poor,
If men seek not a nobler gain
In manly hearts secure.
The flag above, with fearless hearts,
We'll dare to do the right;
We'll do our great, our humble parts,
And right will make the might.

THE SCHOOL JOURNAL.

NEW YORK, CHICAGO, and BOSTON,

Is a weekly journal of educational progress for superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in its 38th year. Subscription price, \$2 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

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The Educational Outlook.

Governor Odell has signed Assemblyman Rogers' bill appropriating \$100,000 for the payment of tuition of non-resident pupils in the high schools of New York state.

State Superintendent Skinner has signed and forwarded to the county treasurers of the state checks aggregating \$3,575,180. These checks are for the state school moneys apportioned by the department of public instruction to the various counties. The checks range in amount from \$6,000 to Hamilton county, to \$1,265,589 paid to Greater New York.

The recent action of the faculty of Cornell university reaffirms previous legislation declaring for a four years' course. Under the former system a student might elect not more than eighteen hours per week; this maximum limit is now fixed at sixteen hours. The number of hours required for graduation, 120, remains unchanged. It will be practically impossible, therefore, for students entering from preparatory schools to meet the requirements in less than four years.

The freshman class of Syracuse university celebrated recently by painting their numerals over the college buildings, exploding dynamite, ripping up and burning sidewalks and committing various depredations on property in the neighborhood. The next morning Chancellor Jas. R. Day suspended the whole class until the traces of the rowdiness were removed. The damages cost the freshmen a considerable sum of money.

A graduate of Tuskegee has devised a plan for helping the public schools in his locality by securing pledges from patrons to plant half an acre of cotton for the benefit of the local school. In this way the district schools will receive considerable support and will be enabled to get better teachers and a more modern equipment both in books and appliances.

Under the efficient management of Supt. W. C. Smith, the enrollment of the East Chicago, Ind., public schools has been increased during the past year by 500, bringing the total up to 1,700. New buildings are being erected at Indiana Harbor and East Chicago, and several old buildings are to be remodeled.

Supt. F. E. Buck has resigned the superintendency at Indianola, Neb., to take charge of the Southwestern Teachers' Bureau at Oklahoma City, Oklahoma.

Frederick Pease has been appointed lecturer on music at Princeton university.

The executive committee of the Carnegie institute reports that the entire sum of \$200,000 allotted to grants for original research has been distributed and that of the \$40,000 set aside for publications \$20,000 has been assigned. No more grants will be made until December.

Edgar R. Downs, formerly principal of the North Side High school, Denver, but for the past three years superintendent of the city schools of Durango, Colorado, has been re-elected for a fourth year.

During his official connection with the schools of Durango they have been developed into a carefully graded system of city schools; the course of study has been reorganized; the buildings have been remodeled and doubled in size, and are equipped with all modern appliances. The enrollment is about 1,200 pupils with a force of thirty teachers. At the school election free text-books were adopted, and a new list will be prepared so as to secure a uniform series of text-books for La Plata county.

The endowed medical colleges of the North scored a decisive victory at the convention of the Association of American Medical colleges, held at New Orleans recently, in the adoption of the report of the committee on admission requirements. The report, as adopted, requires four full years of work in the high school or its equivalent for eligibility to admission to a medical college.

The Henderson, Ky., board of education has elected Professor McCartney superintendent of schools, at a salary of \$1,800. All the teachers of the city are hereafter to be elected only on the nomination of the superintendent.

Superintendent Arnold, of Newton, N. J., has arranged for a grand re-union of old-time teachers in Jasper county, during August, at the time of the meeting of the annual institute. It is expected that many prominent educators will be present, as well as many who have left educational life for other vocations.

Another \$100,000 has been given to the James Millikan university at Decatur, Ill., by James Millikan. The money is to be added to the endowment fund, with the condition that the college shall raise \$50,000 more from other sources.

The installation of the Rev. Dr. Henry C. King, as president of Oberlin college, took place on May 13. Addresses were delivered by Dr. King, Dean Bosworth, Pres. W. G. Frost, of Berea college,

Kentucky, and President Tucker, of Dartmouth college.

The Maryland School for the Blind has issued the first general dictionary ever published for the use of the blind. The work comprises eighteen volumes, and contains definitions of 40,000 words.

The agitation for a new and more centrally located school-house made by the women of Leonia, N. J., has resulted in a special meeting of the taxpayers, who voted to buy a lot for \$2,900 and to build a new building. This will cost not more than \$17,000.

Junior Normals in Nebraska.

The last Nebraska legislature passed a bill to establish a new normal school, and a sum of money was appropriated for the erection of buildings and the purchase of a site. The Normal school at Peru was given \$42,000 for a new chapel building. A system of junior normal schools was established at Alliance, McCook, Valentine, Holdrege, and North Platte. They are to open June 8 and continue for ten weeks. At these schools primary methods will be taught and a model school conducted. They are absolutely free for teachers in the state.

A bill was also passed prohibiting the sale of cigarettes to any minor under eighteen years of age. The minimum salary of county superintendents was raised, and the efficiency of the compulsory labor law increased.

In and Around Chicago.

A portrait of Prof. Hermann E. von Holst, for ten years head of the department of history at the University of Chicago, painted by Carl Marr, of Munich, is to be presented to the university. The sum of \$4,000 has been raised among the admirers of Prof. von Holst in Chicago, New York, and Germany, to be paid the painter.

College Presidents' Conference.

College presidents from all parts of the country attended the conference called by Northwestern university to discuss the relationship of the college to the professional school. President Edmund J. James welcomed the delegates. An introductory paper entitled "The Present Situation" was read by Prof. Abram Van Eps Young, of Northwestern. The topic, "Has the College a Field Peculiar to Itself Not Covered by the Technical Schools, or by the Demands of Preparation for the Professional School?" was discussed by Pres. William F. King, Pres. Thomas McClelland, of Knox college, and the Rev. J. H. Thomas, late president of Oxford college.

The question of reducing the college course from four to three or even two years, and making a corresponding reduction in the amount of work required, was taken up by Pres. George E. Merrill, of Colgate university, and Pres. Charles W. Needham, of Columbian university.

At the closing session of the conference Prof. Munroe Smith, of Columbia, declared that a huge educational trust, embracing every college, university, and professional school in the country, might be formed soon for the purposes of mutual protection and co-operation.

"I regard this as the only hope for the small college in the future," he said. "There must be co-operation to keep the lines distinct. We shall have either a huge trust or an organization patterned after the traffic scheme of railroads, which will have for its object real affiliation. Personally, I prefer the affiliation plan. Subordination of the smaller col-

leges to the large will come, or I fear the smaller college will go."

It was voted to form a permanent organization for the discussion of educational subjects and the advancement of college, university, and professional schools. The new body will be known as the National College Association. A commission of seventeen leading educators will be named to formulate a plan of organization and prepare a program for the next meeting.

Spelling Reform Endorsed.

The Chicago Principals' Association has endorsed spelling reform, and recently held a meeting to further the spelling reforms advocated by the N. E. A. Dr. Tolman, professor of English literature at the University of Chicago, expressed himself as feeling that the laborious teaching of such absurd spellings as t-h-o-u-g-h, t-h-r-o-u-g-h, etc., to class after class is indeed the task

"Of dropping buckets into empty wells, And growing old in drawing nothing up."

Certainly, he concluded, some amelioration of English spelling is called for in the interest of the children of the present and the future. The convenience of the educated adults of the present generation should not determine anything. The children of the future are entitled to some consideration. The spelling of each word is a fashion. Men made the spellings, and men can alter them if a change is really worth while. The proposal of the N. E. A. constitutes a moderate and feasible step in the gradual simplification of our spelling.

Dr. A. H. Thorndike, of Northwestern university, declared that the real spelling question now is one of practical ways of simplifying our spelling. Improvements in spelling can be taught children more easily and profitably than to adults; hence the reform can be carried on most effectively by the teachers and principals of our public schools. Any new spellings advocated should be few and simple. Those proposed by the N. E. A. are enough for the present. They have com-

mon sense and good authority back of them. In addition to adopting the simpler spelling of these twelve words we may aid in spreading information in regard to the unhistorical and inconsistent character of our present spelling in general, and the serious hardship it imposes on all who use the language. Now it hinders the progress of our own children and retards the Americanizing of the foreigners who are our fellow citizens.

Dr. Anna E. Blount pleaded earnestly that the newspapers of the country, which ought to be the valiant leaders in such a movement in the interest of humanity, should adopt the few short spellings which are used by the N. E. A. It is the function of the newspapers to help along the cause of truth and progress. In this matter of spelling why do they cling so persistently to the old in spite of the advice of scholars and educators? The people are following their lead in this matter. They cannot laugh away the weight of scholarship which supports this project. They may retard the movement, as they are doing at present, but they cannot stop it.

Poor Shakespeare!

At a recent meeting of the Chicago Public School Principals' Association, one of the speakers felt called upon to denounce Shakespeare. It is only fair to say that, according to the reports, these remarks voiced the sentiments of the speaker alone. He delivered a long denunciation of Shakespeare as an author whose works were poor things in themselves, and particularly unsuitable for the study or even the reading of children. He declared that Shakespeare was especially bad for children of foreign birth, since they gained from his plays, when used as text-books, entirely false ideas as to English words and their employment.

"Shakespeare," he continued, "is vastly overrated. He was a cheap punster and his wit was of a very slim order. His jokes are often of a shady order and his language is sadly behind the times. The bad grammar, bad spelling, and bad morals which appear in his writings should not be set up as a standard for our young students to follow. His plays are full of what we now recognize as errors of speech. The teacher tells the pupils about this great master of the English language. She fills pupils with enthusiasm until they come to believe that everything Shakespeare wrote is to be accepted as the highest standard of style."

"I wish to protest emphatically against going back three hundred years for language to be used as a standard for the twentieth century. My objection applies also to the Roger DeCoverley papers, the Vicar of Wakefield, and many other classics, the language of which is obsolete."

Recent Deaths.

Eugene F. Gutzell, principal of P. S. No. 147, died on May 10, at Liberty, N. Y. He was born in New York, and after being graduated from City college began his career as a teacher about twenty-three years ago. In 1896 he was appointed principal of the Stanton street school. He remained in charge there until 1899, when he was transferred to No. 147. He was also principal of the evening school.

William Branford Shubrick Clymer, instructor in English at Harvard college from 1883 to 1890, died on May 9. He was graduated from Harvard in 1876. Since 1890 he has been engaged in literary work. Among his published writings are a book of selections from Landor in the *Athenæum Press*, and a life of James Fenimore Cooper, in the Beacon Biographies.

The New South.

The University of Virginia, after adhering for over eighty years to the plan of government devised by the founder, Thomas Jefferson, has decided to conform to the practice of other American universities and elect a president. It was Jefferson's idea that the university should be and remain forever a thoroly democratic institution, the instructors, equal, free and independent, the students under no rules except the universal ones regulating the behavior of men in civilized society. The university has had only a chairman of the faculty.

The bulletin of Vanderbilt university, Nashville, Tenn., states that fully fifty per cent. of the recent graduates are engaged in teaching, some with the intention of continuing this work for a few years until they are able to start in some other profession. Others purpose making teaching their life work.

The Teachers' Assembly of North Carolina meets at Wrightsville, N. C., June 9.

Woman's School Association.

Some earnest and determined women in North Carolina have started an association for the improvement of the public schools. They have undertaken to better the condition of all the rural schools in their county. To show with what determination and enthusiasm they have undertaken this work it may be said that from November 20 to December 20 they drove 225 miles, visited thirty-four schools, attended teachers' institutes, talked with parents in the interest of the schools, and conferred with committeemen, besides doing dozens of small things in the way of helping along the cause of education. Their chief aim is to make school life attractive by having more presentable buildings and premises, encouraging cleanliness and order in the pupils and their surroundings, and by establishing libraries to augment the course of study.

The success attending this venture is already flattering, and these zealous women of North Carolina have established a precedent which it would be well for others to follow.

Excellent Work at Hampton.

The thirty-fifth annual report of Prin. H. B. Frissell, of Hampton institute, contains a great deal of information. The school has enrolled this year the largest number of students in its history—1,180 negroes and Indians. Four hundred and fifty-one teachers from fifteen different states attended the summer institute. Boys and girls in the immediate neighborhood of the school to the number of 3001 have received different kinds of industrial training.

The Whittier Practice school has been greatly improved in recent years, manual training courses, including sewing, basketry, cooking, housekeeping, gardening, and bench work having been introduced into the various grades. Academic instruction is every year more closely related to the industrial departments. The problems in arithmetic are taken from the shops and the farm; the work in English has to do largely with the every-day experiences of the students; agriculture and geography are closely connected, and the art instruction is related to the work of manual training courses. The study of the chemistry of blueings, soaps, and hard and soft water by the girls, has added greatly to their interest in the work.

There has been an important development of Hampton's summer work within the past ten years. An attempt has been made to reach not only the graduates and ex-students of the school, but as many other teachers as possible, es-

pecially those in the rural districts of the South. With the aid of the Peabody and General Education boards and the state of Virginia, a four weeks' summer institute for teachers is maintained every summer. In order to give a longer and more thoro training than has been possible hitherto, the session will this year be lengthened to six weeks.

The summer institute gives teachers an opportunity for learning how to introduce courses in agriculture and manual training into their schools. A practice school is maintained, which is typical of the average country school, and in this sewing, cooking, and agriculture are taught, thus demonstrating the practicability of combining these subjects with the ordinary English branches.

Southern Teachers' College Needed.

The report of Dr. Charles W. Dabney, president of the University of Tennessee, and head of the bureau of investigation and information of the Southern Education board, contains some important statistics and recommendations.

"The annual appropriation for public schools in Tennessee is 46 cents on each \$100 of taxable property reported, and 86 cents per capita of total population," Dr. Dabney says.

"Figures for some other states are given for comparison. Missouri's appropriation is 42 cents, and the cost per capita is \$2.50; Minnesota, 59 cents and \$3.20; Nebraska, \$2.32 and \$4.12; Colorado, \$1.05 and \$5.18; California, 58 cents and \$4.65; New York, 60 cents and \$4.60; Illinois, \$2.08 and \$3.68.

"The amount expended for schools for each child between the ages of five and twenty is, in Tennessee, \$2.32; in Kentucky, \$2.32; Texas, \$3.63; Minnesota, \$3.63; Michigan, \$8.90; Ohio, \$9.94; New York, \$10.91; Colorado, \$11.11; California, \$16.44. and Massachusetts, \$17.79.

"For each child between the age of five and twenty years, there is in Tennessee, \$509 of taxable property; in North Carolina, \$337; in Georgia, \$516; Iowa, \$714; Missouri, \$1,982; Michigan, \$1,996; New York, \$2,661.

"In conclusion, let me mention a few things most needed in the work," Dr. Dabney continues. "First are needed men and money to do more missionary work among the poorer and isolated populations. They must be taught the farm and household arts, how to cultivate the soil properly, how to utilize their forests and other resources, and so to make money with which to maintain their schools.

"There are needed a few model consolidated industrial schools scattered over the South. Our people do not know what a good country school is; they have no ideals toward which to work. If there were even three or four such schools in each state, properly located, where superintendents and directors could visit them, they would, we believe, multiply themselves rapidly.

"Teachers are needed for the schools. There are almost no professional teachers in the country schools. There must be normal schools for elementary teachers, several of them in each state.

"Superintendents, men competent to direct educational work to organize, administer schools, educational engineers of all grades and classes, are greatly needed, as well as principals of schools and supervisors of technical and industrial education, manual training, domestic science and art, and the other newer branches.

"The greatest need is a great teachers' college, which shall educate and train the men and women who are to be leaders in this work and the instructors in the Southern schools for the future."

The Metropolitan District.

The Brooklyn Teachers' Association will make its yearly outing for historical and nature study to the Oranges, on Saturday, May 23.

Plans have been filed by C. B. J. Snyder for the new De Witt Clinton High school, which is to be built at Tenth avenue and Fifty-eighth and Fifty-ninth streets. It will be five and a half stories high and will be constructed of brick, limestone, granite, and terra cotta. The cost is estimated at \$600,000.

Two schools in Hartford, Conn., have been closed because five cases of small-pox have been discovered among the children attending them.

The committee on elementary schools has succeeded in obtaining permission from the dock department to keep the school on the East Third street recreation pier open until the end of June.

The Brooklyn High School Teachers' Association has decided to postpone action on the plan for amalgamating with the New York Association until next October. It was expected that the two associations would be merged at once.

The fact that action has been postponed will not prevent members of the Brooklyn Association from joining the New York organization.

The health board has presented a report to the board of education calling attention to the unsanitary condition of P. S. No. 27, in East Forty-second street. Many of the rooms are declared to be unsafe. This is the building which a resolution passed at a parents' meeting described as "antiquated, dilapidated, gruesome, disease-breeding, and unfit for use or occupancy by human beings."

At the annual election of the New York Teachers' Association the following officers were elected to serve for one year from October 1. President, Magnus Gross; Vice-president, Emilie J. Lichtenstein; Secretary, Henrietta Woodman; Treasurer, Sarah F. Buckelew; Librarian, James J. Sheppard; trustees for three years, Margaret A. Regan, Lizzie G. Siegerson, Mary M. Lilly, Dr. John P. Conroy, George H. Chatfield.

P. S. No. 16 recently held a unique musical exercise, under the direction of J. H. Petermann. Musical exercises are a particular feature of the work of this school, as Prin. Sara J. J. McCaffrey is especially interested in such training. Each class sang an individual song, an old English and Scotch ballad, or a lullaby, and "pussy willow" songs were sung by the kindergarten tots. The exercises closed with the singing by the whole school of a hymn composed by Professor Petermann, called "God Save Our President." The verses were as follows:

God save our president;
In peace and sweet content
His rule shall be.
Chief of this glorious land,
Planted by Pilgrim hand,
Stretching from strand to strand,
Home of the free.

Tho on his brow there rest
No crown, nor royal crest
Proclaim him king.
Dearer by far the voice
That speaks the people's choice,
While loyal hearts rejoice
His praise to sing.

May he who serves our land
Ever for justice stand
Brave, true, and sage.
May children love his name,
Age his good deeds proclaim,
And to all time his fame
Gild hist'ry's page.

An exhibition of the equipment and work of Teachers college and the Hor-

ace Mann school will take place from May 26 to June 8. It will be open to the public.

Word has been received from the University of California that Prof. Elmer E. Brown has declined an invitation to become dean of the School of Pedagogy of New York university.

Brander Matthews, professor of dramatic literature at Columbia university, has been named to succeed the late Professor Price as head of the department of English language and literature.

Associate Supt. Andrew W. Edson is to give a course of lectures on school management and school supervision at the Columbia Summer school, for six weeks, from July 8 to August 19. The work is to consist of reading, discussions, and written examinations, for which the university allows credit.

The trustees of the Hebrew Technical School for Girls have practically concluded negotiations for the purchase of a new site for the institution. The plot is on Second avenue and Fifteenth street. The present home, 267 Henry street, has proved much too small for the enlarged activities. Organized in 1880 and incorporated in 1884, as the Downtown Louis Sabbath school, and renamed in 1895, the school has as its object the mental and moral elevation and practical training of the girls of poor Jewish families.

The French teachers of the elementary schools in the boroughs of Manhattan and the Bronx have formed "The French Teachers' Association of the Public Schools of New York City." The officers are: President, Mrs. Isabelle Townley; vice-president, Mrs. Marie M. Page; secretary, Mrs. L. Carpentier. The regular meetings will be held on the first Thursday of every month.

Representative Art Exhibit.

The exhibit of public school art work, arranged for the Eastern Art Teachers' Association, was recently placed on temporary exhibition in the educational museum of Teachers college, thru the efforts of the curator, George Sawyer Kellogg. The exhibit was designed to illustrate art in the expression of child life, that being the topic of all the papers read at the Baltimore meeting of the Art Teachers' Association. The supervisors of art in twenty towns and cities were requested to arrange exhibits in the particular line of work in which each was known to be most successful. One city was asked for figure work, another for constructive design, a third for constructive drawing, and so on.

Probably the best section of the exhibit comes from the Girls' High school of Boston, altho the work from the Fitchburg, Mass., State Normal school and that from the Brookline, Mass., High school is excellent. But there is not a single poor specimen of work in the Boston exhibit.

These exhibits illustrate clearly the trend of the system of artistic training in our public schools. For economic and commercial, as well as for esthetic reasons, the importance of improving the taste of the rising generation is well recognized. Thus in all the cities, the teachers of art are attempting to adopt ideas of form and color which will improve the taste of the country at large. The designs in this exhibit are not merely ideals upon paper, but in most cases they are capable and worthy of application to real made objects.

The New York exhibit, a small collection of handwork done under the direction of Dr. Haney, is also a good example of the application of design to made things.

Practical School Problems.

"The Nervous Child as an Element of School Discipline" was the topic of discussion at the last meeting of the Society for the Study of Practical School Problems. Dr. Robert MacDougal, the first speaker, favored the formation of special classes for nervous children, to be conducted on lines similar to those for general classes, and the introduction of a more extended medical examination than is now conducted in the public schools.

"Nervous children," he said, "need uninterrupted regular training, with frequent periods of rest, with much praise and appreciation, and with social emulation as a constant spur. Such children, whether they belong to the class who have badly nourished bodies and active minds, or whether they fall into the category of the decidedly deficient, as they are ordinarily cared for in institutions, labor at a great disadvantage when classed with the normal, well-balanced child. I should like to see the medical inspection of schools, which is now directed chiefly against the spread of contagious diseases, extended so as to become a psycho-physical examination, to form a body of knowledge which might be passed on from grade to grade with the child, to give the teacher an expert's view of that child. Such an examination would be useful in determining physical imperfections, such poor eyesight or defective hearing, and their relation to the nervous condition."

Prof. Earl Barnes began his address by presenting various types of the nervous child and asking what was to be done with them. "The first step towards any form of moral or spiritual growth," he said, "I take to be obedience. The child must be made to mind. But there are two ways in which obedience may be obtained. You may train his nervous and physical system gradually and regularly, or you may let the child come to a crisis and then break his will."

"Our present sentimentality over corporal punishment is already beginning to lead to a reaction. I don't mean that we are going back to the days of careless flogging, but we are going to acknowledge that an institution which previous generations have united in thinking good cannot be the unmitigated evil many to-day believe it to be. Take a vicious criminal child, and his will has to be broken, just as you would break the will of a colt that persisted in biting and bolting. You have got to let that child see that he is up against life as it is."

"But the question is, what are you going to do with your nervous child when he breaks away from your system of gentle, gradual training. If you destroy the chance of physical well being, you have destroyed all possibility of lifting the child out of his rut. Such a child will keep a school demoralized. This is where the special school is needed."

"It is generally thought that pupils admire nothing so much in a teacher as justice and impartiality. We believe that every child must be treated like every other child, which is rubbish. We have imported too much of the free and equal spirit into the school-room. If a teacher says all the boys and girls in the room are equal and must therefore have precisely the same treatment, he will indeed find it hard to pick out the nervous children for special teaching. But let him take the place of authority that is the teacher's due, and he will find that a child loves to yield obedience and that all the children will fall in heartily with a system which allows of special care and treatment for special cases."

Langnor and weakness, due to the depleted condition of the blood, are overcome by Hood's Sarsaparilla, the great vitalizer.

Physical Training Examination.

A written examination for license as teachers of physical training in elementary schools will be conducted by the board of examiners, New York city, on May 25. An oral and practical examination will be given at the call of the examiners. Applicants coming from a distance will be examined on May 26. No person is eligible for this license whose age is under eighteen or over thirty-five years.

Applicants must have the following qualifications: Graduation from a satisfactory high school or institution of equal or higher rank, or an equivalent academic training, or the passing of an academic examination; the completion of a satisfactory course of professional training of at least two years in physical training; three years' experience in teaching physical training, which three years must not include the two years devoted to professional training, or six years' experience as a class teacher teaching physical training a satisfactory portion of the time, which six years may be inclusive of the years devoted to professional training.

The written examination will be upon anatomy, physiology, and hygiene; systems of physical education; gymnastic games; the principles and the practice of physical training, including methods of instruction and class management. In the written and oral answers to examination questions applicants must give evidence of ability to use the English language correctly.

No applicant will be licensed who does not pass satisfactorily a physical examination to be conducted by one of the physicians authorized by the board of education.

High School Luncheon.

City Superintendent Maxwell was the guest of honor at the fourth annual luncheon of the New York City High School Teachers' Association. "The whole education question is now resting on the good-will of the carpenters," he said. "Skilled laborers, like carpenters, know the advantage of education and would be quick enough to complain if the board of education did not provide educational facilities for their children, yet they interfere directly with that education by holding up the work on a dozen most important buildings."

"The list of high schools in New York is most unsatisfactory. Only one, the Wadleigh school, is properly housed, and two others that would otherwise have been ready in September, now depend for completion on the permission of the carpenters."

The other speakers were J. J. Sheppard, president of the association; Commissioner John Greene, Dr. Albert Marble, Henry W. Jameson, and Thomas S. O'Brien, of the board of superintendents; George J. Smith and Walter L. Hervey, of the board of examiners, and Magnus Gross, president of the Teachers' Association.

The following officers were elected for next year: J. J. Sheppard, principal of the Commercial High school, president; John H. Denbigh, of the Morris High school, vice-president; Katherine Speir, of the Wadleigh High school, treasurer; Helen M. Sweeney, of the Wadleigh High school, secretary.

Young Citizens' League.

An extensive movement is being carried on in the schools of Orange, N. J., to promote ideas of good citizenship among the pupils. The plan is to stop lawlessness in children who were inclined to trespass upon the grounds of others, and carelessness in littering up the streets and school grounds.

Each member of the league organized

among the children wears a metal badge, inscribed "Y. C. L.," which means Young Citizens' League. Underneath the inscription are representations of a broom and a lily, indicative of the clearing-up process, and the beautifying work which is supposed to follow. All the children sign papers in which they promise not to trespass on the grounds of others.

Seeds furnished by the government are given the children to plant, and they are instructed how to prepare the ground and harvest crops. In the fall they will be required to write compositions on the success or failure of their efforts.

Arbor Day Celebrations.

Arbor day was celebrated on May 8 in all the public schools of New York city by an hour devoted to botanical and horticultural study, by recitations, addresses by the principals, and, where feasible, the planting of a tree. Even in the closest tenement regions trees supplied by the American Tree Planting Association were set out in wooden boxes. In

some of the schools roots and seeds were planted.

At P. S. No. 9 about 1,000 children joined in planting a tree in a plot before the building. At P. S. No. 51, of which Martin H. Ray has long been principal, the practical value of the day was illustrated by the planting of a whole row of trees in front of the building. At the college settlement on Rivington street, five South Carolina poplars were set in the ground with appropriate ceremonies. At the Jacob A. Riis house, in Henry street, ten poplars were sung into place by a chorus of children.

A maple in Carmine street was the center of enthusiasm for P. S. No. 113. Exercises were held, one of the features being a flag and wreath drill which was extremely effective. P. S. No. 75 secured permission to plant trees in Seward park. This was one of the largest celebrations in the city. The 2,200 children marched to the park with a squadron of forty police to clear the way. The exercises were attended by thousands of interested onlookers.

Educational New England.

President Hadley, of Yale, President Smith, of Trinity college, and President Raymond, of Wesleyan, are to select the holders of the Rhodes scholarships from Connecticut. The present plan is not to make any appointment until the fall of 1904. Two qualifications will be demanded of the students who apply for the scholarship. A candidate must have passed two years at a college or university and must be a good student. Besides this, he must be of pleasing personality and a gentleman.

The leading teachers of French and German in the high schools in the vicinity of Boston have organized an association, to begin work next fall. A committee to draw up a constitution and arrange a program for the first meeting was chosen as follows: M. S. Brooks, of Brookline; Miss Mary S. Bruce, of Newton; Miss Isabel Dewey, of Lynn; Miss Merritt, of Melrose, and Jonathan Leonard, of Somerville.

The Women's School Association, of New Haven, Conn., has appointed a corps of twenty-three teachers to have charge of the vacation schools and playgrounds this year. The appointees are either teachers in the public schools or students in kindergarten courses. The attendance at the schools last year was about 1,000, and it is expected to be considerably increased this year.

WILLIAMSTOWN, MASS.—By vote of the trustees, a complete change has been made in the curriculum of Williams college from the old fixed course to the group system. The work is arranged in three groups, the first to consist of the languages; the second of philosophy, including government, history and political science; and the third of the sciences, including mathematics. Along with this change two new advanced courses in French and German have been added.

KINGSTON, N. H.—Judge Hoyt, as administrator of the estate of the late Peter French, of this town, has just obtained leave from the superior court to use the income of the French fund of \$4,000 for the support of a teacher in Sanborn seminary. The fund was given for the old Kingston academy, which has ceased to exist. This application of the income appears to accord with the intent of the donor.

The seventy-fifth anniversary of the founding of the Ipswich Female seminary occurred the first week in May. It was the first institution of its kind in the country. Mrs. E. C. Cowles, formerly Miss Eunice Caldwell, a member of its first class, is still living.

Gov. Nathan J. Bachelier, of New Hampshire, has declined the presidency of the State Agricultural college, which was tendered him by the board of trustees of the institution.

Martha Pike Conant has been appointed the head of the department of English literature at Mount Holyoke college. At present she is a graduate student in the department of comparative literature at Columbia university.

The presidency of Depauw university, Greencastle, Ind., was recently tendered to the Rev. Edwin H. Hughes, D. D., of Malden, Mass. Dr. Hughes has accepted and will assume his duties in June.

Roland J. Mulford, principal of the County school, Baltimore, has been elected principal of the Episcopal academy, Cheshire, Conn., in place of E. D. Woodbury, resigned. Mr. Woodbury has held the position of principal of the academy for nearly forty years.

By a decree of Judge Forbes, of the probate court of Massachusetts, Prin. E. Harlow Russell, of the State Normal school at Worcester, becomes the absolute owner of the manuscript journal of Henry D. Thoreau. The journal was bequeathed to Principal Russell by the late Harrison G. O. Blake. Mr. Russell is to receive all the financial benefits which shall arise from the publication of the journal, some portions of which have already appeared.

CAMBRIDGE, MASS.—Mrs. Florence A. Rogers, principal of the Felton primary school, died on May 11. She had held this position exactly ten years and was considered one of the very best primary teachers in Cambridge. She had spoken at teachers' conventions many times upon work among the children.

Miss Ada A. Wellington, the veteran teacher in the Harvard grammar school, was tendered a reception in the parlors of the Prospect Street Congregational church on May 14. About one hundred and fifty of her friends and former pupils were present, and congratulated her on her long term of service. She has taught for forty-four years continuously, most of the time as master's assistant. She now retires and her place is taken by her sister, Miss Margaret Wellington.

MONSON, MASS.—Mr. T. L. Cushman has offered to build a dormitory on the property of the Monson house, which he has recently purchased, and when completed, to deed it to the Monson academy. The building will be of brick, three stories in height, and will cost \$30,000. One wing will be used as a hospital. It will accommodate the twenty pupils and

teachers now living in Hammond hall. The gift is in memory of Rufus P. Cushman, a nephew of the donor.

WELLESLEY, MASS.—Mr. Henry S. Adams, a graduate of Harvard, has been appointed instructor in botany in Wellesley college. He will have charge of the new course in landscape gardening and general horticulture.

The Eastern Connecticut Teachers' Association held its annual meeting at Norwich. A. E. Peterson, of Willimantic, served as president. Dr. Wm. G. Anderson, physical director at Yale university, spoke upon "Physical Training;" Supt. H. W. Lull, of Newport, R. I., on "Some Phases of Language Work;" Hezekiah Butterworth, of Boston, on "Pestalozzi, or Soul Value in Education," and George A. Littlefield, of Providence, R. I., upon "The Ideal American."

Normal Council.

BOSTON, MASS.—The annual meeting of the New England Normal Council was held in the rooms of the normal school on May 15, with Pres. Henry Whittemore, of Framingham, in the chair. Mr. Whittemore had arranged as the subject the consideration of papers bearing upon the human side of the pupils under normal training, as this is apt to be a neglected element.

Prin. Frank F. Murdock, of North Adams, presented a paper upon "The Cultural Value of the Normal School Life." He held that the value of the training rests mainly in bringing the student in contact with child life. There needs to be a greater appreciation of the value of personality in the student. All life is from life. Hence teaching is simply a living process. No amount of instruction can compare with the power attained

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I cannot speak too highly of your business methods and your speed in helping me to the Principalship at Spencer. Yours is not only "An Agency that Recommends," but it is an agency that "DOES things." *J. W. Wiseman, Nyack, N. Y., March 24, 1903.*

HUDSON, N. Y.—I have just received a letter from Supt. Sagendorph offering me the position of science teacher in the high school, and have accepted it. I want to thank you for helping me to so good a position. *Florence M. Andrews, Holland Patent, N. Y., March 27, 1903.*

FULTONVILLE, N. Y.—I have been elected at Fultonville on your recommendation and must begin next Monday. Can you send a good man to take my place at Woodhull? *Prin. Olin C. Hotchkiss, March 24, 1903.*

Telegram.—Can you take principalship at Woodhull, Steuben County, if elected? Begin immediately. Wire answer. To *F. C. Wilcox, Berkshire, N. Y., March 24.*

Telegram.—Yes, will accept Woodhull. Can go at once. *F. C. Wilcox, March 24.*

F. C. Wilcox of Berkshire will accept if elected and can begin immediately. He is as good a man as your board could desire and I recommend him strongly. To *Prin. Hotchkiss, March 24.*

WOODHULL, N. Y.—Contracted at Woodhull last night. In less than a month after registering with you I have been elected to a good position solely through your efforts. Mrs. Wilcox expects to be employed in the same school next year as preceptress. I shall keep registered with you hereafter. *F. C. Wilcox, Berkshire, N. Y., March 28, 1903.*

NASHVILLE, MICH.—I have just signed a contract as superintendent of schools at Nashville, Mich., the position for which you recommended me. I will pay commission when I draw my first month's salary. *S. H. Bennett, Ann Arbor, Mich., May 4, 1903.*

CURWENSVILLE, PA.—The board of Education of Curwensville, Pa., have to-day informed me of my election to the principalship of schools in that city and I have accepted the position. Thank you very kindly for your assistance. *Prin. H. J. Barrett, Toronto, Ohio, May 9, 1903.*

GREENPORT, N. Y.—I have secured the position at Greenport and thank you for your prompt work in my behalf. *Mabel Gray, Liberty, N. Y., May 11, 1903.*

VALLEY FALLS, N. Y.—I have been elected as first primary teacher in Valley Falls and have accepted. Thanking you for your efforts in my behalf, *Edith J. Farley, Johnsons, N. Y., May 11, '03.*

TUXEDO PARK, N. Y.—I have accepted the position of teacher of second and third grades at Tuxedo Park and enclose money order for your commission. I have been very much pleased with your work and shall certainly recommend you to my friends. *Ethel L. Brown, Haines Falls, N. Y., May 11, 1903.*

MAYVILLE, N. Y.—At a meeting of the board last evening Miss Helen Englebreck was elected high school teacher and Miss Caroline Ridler teacher of the training class. Miss Englebreck has accepted by wire. I have not heard from Miss Ridler but assume that she will accept. I wish to thank you for your courtesy in assisting us to secure our teachers for the ensuing year. *Prin. D. B. Albert, May 13, 1903.*

FARMINGDALE, N. Y.—I have received a contract for the principalship at Farmingdale at a salary of \$750. It may interest you to know that I was chosen from twenty-five applicants. Accept my thanks for your services in getting the position. *E. G. Baker, Chicester, N. Y., May 13, 1903.*

WE have had an unprecedented demand for lady teachers this year and are running short of candidates. *We want one hundred first-class teachers at once for academic and grade work at salaries of \$400 to \$450.* We are getting positions for such teachers every day in the week except Sunday and we can undoubtedly find a position for you if you give us the opportunity.

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from the simple personal contact with the children. There is a lack of proper literature for normal students. Literature is the enlargement of life. Students reach the normal schools who know Latin and Greek, but have never heard of evolution.

Prin. E. H. Russell, of Worcester, treated of "The Inadequacy of Our Tests of Ability to Teach." He showed that child nature manifests little respect for the limitations of psychology. Individuality in character defies all attempts to make analysis. Teaching is a delicate art. The time has passed when a college president can take the place of any professor. The age is one of specialization, and so the art of teaching can be shown only by practice. The tendency of modern education is in the direction of cramp. Our course of study is not one-tenth part as comprehensive as we are used to think. Can ability to teach be determined by percentages? Some pupils reach mental stature early; others late. How can the time be determined? The risk is on the side of rejection rather than inclusion.

Prin. George C. Parington, of the Farmington, Me., normal, was chosen the new president, and Head Master Wallace C. Boyden, of Boston, secretary.

Superintendents' Meeting.

At the meeting of the New England Superintendents, held at the Latin school on May 15, two subjects attracted general attention. The first was presented by Associate Supt. Clarence E. Meleney, of New York, on "The Uses of School Buildings and Grounds Outside of School Hours." Mr. Meleney holds that as education is the most important business a city undertakes, the school buildings should be used when the children do not occupy them. They belong to the people. In New York, they are opened whenever wanted for evening schools. So a free lecture system gives great use for them. About 4,221 lectures were given in the New York schools last year, with an attendance of more than a million. In the same way, vacation schools are found equally useful. Evening recreation centers have been added, and neighborhood leagues are being formed.

In the discussion that followed, some difference of view was expressed. Supt. L. P. Nash, of Holyoke, deprecated the system that implies that the people need to be instructed in regard to their amusements. He pleaded for spontaneity. Supt. F. H. Beede, of New Haven, Conn., estimated that our school buildings are occupied only a little more than one-third of the days of the year, and he held that they should be in constant use.

The other topic of interest was introduced by Supt. William J. Shearer, of Elizabeth, N. J., in a paper upon "Greater Flexibility in High School Work." His special point is that more

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regard should be paid to the individual needs. This, while true to some extent of all schools, is emphatically the case in the high school. Here then should be more satisfactory short courses and greater freedom in changing from one course to another. The individual should make the course in the place of bringing the individual to the pre-arranged course.

Mr. Shearer detailed the plans by which this principle is applied in the schools of Elizabeth, and he showed how it has increased the attendance at the high school. In a large measure the pupils secure the benefits of the ordinary private school.

Radical Changes at Yale.

Yale university has taken the final steps to extend the elective system into the freshman year of the college course. Each freshman will be allowed to choose five out of eight courses of study, and to substitute advanced work in mathematics or modern languages, in place of Greek, for admission to college.

The new requirements for admission, which will go into effect in 1904, leave English, ancient history, and Latin unchanged, but will allow Greek to be wholly or in part superseded by an additional amount of mathematics, or by a thoro knowledge of either Greek or German. In the freshman year the eight courses open to the class, five of which must be elected, are Greek, Latin, French, German, English, mathematics, chemistry, and history. Three of the five courses elected must be in continuation of the five studies, Greek, Latin, English, mathematics, or a modern language already pursued in the preparatory school.

The same amount of work as heretofore will be required for the bachelor of arts degree, the course being designed to require four years of study on the part of the students. Only mature students in exceptional cases can cover the work in three years.

Literary Notes.

The main features of *McClure's Magazine* for May are Lincoln Steffens' exposure of another type of municipal grafting—how Pittsburg differs from St. Louis and Minneapolis; "The End of the World," by Professor Newcomb—a powerful story, yet a scientific prediction, with pictures by the famous French artist, Henri Lanois; Ida M. Tarbell on the Standard tactics which brought on the famous oil crisis of 1878; and six short stories.

Every one knows of the excellent quality of the *American Monthly Review of Reviews*. Its regular features, the review of the month's history, caricature, magazines, books, etc., are unsurpassed. The May number has some special articles, including "The Louisiana Purchase Exposition," by Frederick M. Cruden; "St. Louis—a Strong Western City," by William Flewellyn Saunders; "The Significance of the Louisiana Purchase," by Prof. Frederick J. Turner; "Mr. George Wyndham: Champion of the Irish Land Bill," by W. T. Stead.

Probably the most delightful nature-study magazine is *Birds and Nature*, issued by A. W. Mumford, Chicago. The illustrations are page plates in the natural colors of animals and plants, reproducing genuine nature schemes. The May number contains articles, with accompanying illustrations on the bush-tit, black-headed grosbeak, olive-backed thrush, impeyan pheasant, nest of the American crow, hydrod corals, Abert's squirrel, and the common clematis.

The Bates & Guild Company, of Boston, issue monthly *Masters in Art*, containing articles on world-famous artists, illustrated with many fine plates. The May number is devoted to Donatello, and the illustrations are St. George, the Annunciation, bronze altar panels, the Child Jesus, David, Singing Gallery, St. John the Evangelist, St. John the Baptist, equestrian statue of Gattamelata, and a portrait of Donatello by Paolo Uccello.

House and Garden, published by Henry T. Coates & Company, is a magazine devoted to architecture, gardens, and decoration. It is noted for the high quality of the articles, which are mostly by specialists in their various lines, and the beauty of the illustrations. In the May number the leading feature is an elaborately illustrated article on "The Achilleion at Corfu," the villa and gardens of the late Empress Elizabeth of Austria, by Frank W. Jackson. Other articles are: "Some Recent Work of C. F. A. Voysey," an English architect; "Miravista," at Montecito, Santa Barbara county, California, by Isabella G. Oakley; "A Day at Penshurst," by Clinton Gardner Harris, and "The Improvement of Springfield, Mass.," by Guy Kirkham.

Miss Winifred Buck's volume about *Boys' Self-Governing Clubs*, published by the Macmillan Company, derives importance from the fact that it is the first book on a new species of organization

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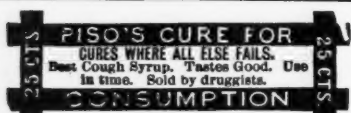
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Why smallpox, scarlet fever, and certain other contagious diseases prevail during the winter is told in "Care of Invalids," issued by the medical department of The Mutual Life Insurance Company of New York, and sent on request to those who address the Home Office of the company, Nassau, Cedar, William, and Liberty streets, New York city.

The board of school libraries of Illinois recently selected Stanley Waterloo's "Story of Ab," to go permanently into the higher grades of the public schools. It received the unanimous vote of the board as the only book conveying, together with the fascination of an interesting story, a thorough scientific account of the conditions of prehistoric life.

Pierce's "Plant Physiology," a modern and scientific discussion of the general principles of plant physiology, intended for the student or the general reader acquainted with the elements of botany, will be issued shortly by Henry Holt & Company.

Helps to Correct Spelling.

The Southwestern State Normal school, at California, Pa., has published a little pamphlet called "Spelling in a Nutshell," which is a selected list of 1,200 common words sometimes misspelled, compiled by Prin. Theodore B. Noss. This booklet proposes a new way of dealing with the old spelling problem in so far as advanced students are concerned. Attention is given to those comparatively few words that make nearly all the trouble in spelling. The words of the list are arranged in groups of 100 each. One group is to be dealt with at a time. The words the individual never misspells are to be passed over, while the rest are to be thoroughly mastered. The ability to spell correctly every word in such a list means much in respect to the student's power to spell other words. The pedagogical value of something well done cannot be over-estimated.

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